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ABSTRACT

This annotated bibliography focuses on the fields of cognitive anthropology and sociolinguistics. Topics covered include: (1) classroom ethnographies; (2) conversational and discourse analysis; (3) ecological and sociological approaches to the study of education and schooling; (4) ethnomethodology; (5) communication and speech act theory; (6) kinesics/proxemics; (7) the anthropological study of education; (8) anthropological linguistics; and (9) relevant methodological issues. The first section of the bibliography contains brief annotations of journal articles and monographs. In the second section, references selected from the first section are reviewed in greater depth and summarized. This is one of a series of reports that form a part of the initial phase of a project to develop an ecological theory of teaching. The intent of this series is to provide access to the concepts, paradigms, and findings of the disciplines selected for review. The long-range goal of the project is the development of a theory of teaching that approaches and views classroom teaching and learning from an ecological perspective. (JD)

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ANNOTATED BIBLIOGRAPHY ON COGNITIVE ANTHROPOLOGY AND SOCIOLINGUISTICS

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University of California, San Diego

Report ETT-78-6a

This paper has been produced under the direction of
William J. Tikunoff and Beatrice A. Ward,
Principal Investigators.
It is part of the process of developing
and implementing an ecological theory of teaching.

INTRODUCTION

This is one of a series of reports by the Far West Laboratory for Educational Research and Development concerned with developing an ecological theory of teaching. Under funding by the National Institute of Education, the project has been underway since December 1977 and is projected to continue contingent upon funding from NIE.

Overall long-range goals of the program are four. An initial goal is the development of a theory of teaching that approaches and views classroom teaching and learning from an ecological perspective. Such a perspective builds from knowledge about teaching/learning in the teacher-student learning group as a sociological as well as a psychological process. An underlying assumption is that, previously, only a psychological perspective has been attended to. Thus, disciplines outside educational psychology will be utilized, e.g. human ethology, sociology, anthropology, environmental psychology, human ecology, communications theory, etc., such that a holistic approach to developing the theory will be used.

Attendant to the theory construction and growing out of efforts to pilot test initial constructs and interrelationships is the development of appropriate research methodologies, the second long-range goal. Both qualitative and quantitative methodologies will have to be examined and those selected which provide a "fit" with the phenomena being examined. In addition, these will have to be piloted toward utilization in the testing of the theory.

A third goal is the development and implementation of strategies--both inservice and preservice--which can be used to train teachers and others to utilize the ecological perspective. Such strategies are perceived as being

more sociological in nature than those previously employed. In addition, it is quite likely that not only teachers but all those involved in interacting with teacher and learner groups--students, principals, other adults, etc.--will need to be reoriented to this perspective.

Finally, as a fourth goal, a restructuring experiment in nature is proposed in order to test the theory in operation. Exactly how the experiment will be designed and conducted is the focus for developmental efforts growing from both the development of methodologies and identification of theoretical constructs and (re) training strategies.

The annotated bibliographies and the longer reviews of selected references presented here are part of the initial phase of developing an ecological theory of teaching. The intent of this work is to provide access to the concepts, paradigms and findings of the disciplines selected for review, and to utilize the knowledge and perspectives of those disciplines to illuminate the concerns of an ecological theory of teaching. We see this process of cross-fertilization to be continuous and additive, and have designed the following format to reflect this assumption.

The results of each disciplinary exploration appear on different colors of paper: Cognitive Anthropology and Sociolinguistics (white); Environmental Psychology (brown); Human Ecology (yellow); Human Ethology (green); Sociology (ivory). The individual annotated bibliographies are paginated by topic; the longer reviews which make up the second part of this document are paginated by reference. There is no consecutive pagination, as we intend these bibliographies and reviews to be open-ended, and ready to receive future contributions.

The following annotated bibliography and longer reviews focus on the fields of Cognitive Anthropology and Sociolinguistics. Topics covered include classroom ethnographies, conversational and discourse analysis, ecological and sociological approaches to the study of education and schooling, ethnomethodology, communication and speech act theory, kinesics/proxemics, the anthropological study of education, anthropological linguistics and relevant methodological issues. The work was conducted by Janet Lee Meihls and Jürgen Streeck of the University of California at San Diego. We would also like to thank Dr. Hugh Mehan of the Department of Sociology, University of California at San Diego, for his guidance and advice in the preparation of this document.

William J. Tikunoff
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SELECTED IN-DEPTH REVIEWS

ANNOTATED BIBLIOGRAPHY

COGNITIVE ANTHROPOLOGY AND SOCIOLINGUISTICS

A. Quantitative

Ahlbrand, W.P. Jr. Perceptions of high and low verbal participators. Paper presented at the Annual Meeting of the American Educational Research Association, New York, February 1971.
Examines relationship between classroom participation and student self-concept. Uses sociometric questionnaires and tape recordings. Data from 90 fourth, fifth, and sixth graders.

Amidon, E.J., & Hough, J.B. (Eds.). Interaction analysis: Theory, research, and application. Reading, Mass.: Addison-Wesley Publishing Company, 1967.
Collection of theoretical, methodological, and research articles from the early classical studies to recent application of FIAC (Flanders Interaction Analysis Category System) and its modifications in teacher education.

Barnes, D. Language in the secondary classroom. In H. Rosen, Language, the learner and the school. Harmondsworth: Penguin Books, 1969.
Analysis of recordings of a day of lessons of a first year comprehensive school class in order to specify areas of language difficulty met by children in moving from the junior to secondary level of education. Method of analysis designed to indicate links between patterns of language of the teacher and patterns in the learning of the children.

Bales, R.F. Interaction process analysis. Reading, Mass.: Addison-Wesley, 1951.
Study of interaction in order to develop the structural-functionalist theory of social systems. Bales is interested in the social cohesion of the interactive group and in types of problem-solving behavior.

Bellack, A.A., et al. The language of the classroom. New York: Teachers College Press, 1966.
Analysis of classroom interaction (verbal) as a game. Elaborate category system (Columbia Instrument). Distinguishes four basic types of moves: structuring; soliciting; responding, reacting. Each move is coded for speaker, length, substantive meaning, instructional meaning, logical meaning. Moves are sequentially organized into "teaching cycles"; types of teaching cycles are distinguished. Substantive logic of instruction process is also analyzed: distinction between analytic process, empirical process, evaluative process; categories of moves pertaining to the processes. Study of 15 teachers and their pupils; tenth and twelfth grade.

Biddle, B.J. & Loflin, M.D. Verbal behavior in black-ghetto and white-suburban classrooms: An overview. Paper presented at the Annual Meeting of the American Educational Research Association, New York, February 1971.
Studies development of formal concepts and methods for the analysis of classroom interaction. Application of these tools to the problem of racial differences among classrooms. Uses videotape recordings. 250 videotaped classroom lessons.

Brophy, J.E. & Good, T.L. Teacher-student relationships: Causes and consequences. New York: Holt, Rinehart, and Winston, 1974.
Summary of the authors' research on the effects of teacher expectations on teacher classroom behavior. Discusses conditions under which teachers may be expected to treat pupils differentially.

Dunkin, J. & Biddle, B.J. The study of teaching. New York: Holt, Rinehart and Winston, 1974.
Extensive overview of studies, theory and research on teaching. Summarizes design, methods, data, theory, and findings of numerous research projects on teaching strategies and effectiveness, classroom interaction, cognitive aspects of teaching, the classroom as social system, etc. Includes recommendations for researchers.

Ehlich, K. & Rehbein, J. Sprache im Unterricht - linguistische Verfahren und sprachliche Wirklichkeit. Studium der Linguistik, 1976, 1(1), 47-69.
Review of several methods of analysis and coding systems for the analysis of verbal classroom interaction.

Flanders, N.A. Interaction analysis in the classroom: A manual for observers. Ann Arbor; University of Michigan, 1960.
First presentation of FIAC.

Flanders, N.A. Analyzing teaching behavior. Reading, Massachusetts: Addison-Wesley Publishing Company, 1970.
Comprehensive statement of the research tradition using FIAC (Flanders Interaction Analysis Category System). Procedures for applying and modifying FIAC are explained in detail, fundamental theoretical and conceptual issues are discussed, research is reported. FIAC offers the following categories for coding teacher and student behavior: (1) teacher talk, indirect influence: accepts feeling; praises; accepts or uses ideas of student; asks questions. (2) Direct influence: lectures; gives directions; criticizes or justifies authority. (3) Student talk: student talk-response; student talk-initiation. (4) Silence; confusion. Examines various correlations between teacher behavior and student achievement and attitudes.
FIAC is designed for live observation, uses single-facet categories, and codes teacher and pupil utterances in three-second intervals.

Flanders, A. Basic teaching skills derived from a model of speaking and listening (Report A72-19). San Francisco: Far West Laboratory for Educational Research and Development, 1972.
Analyzes verbal interactions between teachers and students to determine the speaking and listening skills which a teacher must possess. Locates main focus of teacher's skills in transitions from teacher-initiated to student-initiated communication (or vice versa).

Flanders, A. Teacher influence, pupil attitudes and achievement: Studies in interaction analysis (Co-operative Research Monographs, No. 12). U.S. Government Printing Office. Washington, D.C.:

Furlong, V.A. & Edwards, A.D. Language in classroom interaction: Theory and data. Educational Research, 1977, 19(2), 122-128.
Analyzes aspects of verbal interaction in classrooms. Reviews various research methods and concludes that underlying theoretical assumptions in research determine "facts".

Gallagher, J.J. & Aschner, M.J. A preliminary report on analyses of classroom interaction. Merrill-Palmer Quarterly, 1963, 9, 183-194.
Study on the relation of productive thought processes in students to verbal interaction in the classroom. Category system developed for sequences of congnitive processes: memory, routine, and convergent, divergent, and evaluative thinking. Database: taperecordings and field notes. Finding: Correspondence in patterning between the thought processes of teachers and students, suggesting that the quality of thinking is largely dependent on the way in which the teacher structures the classroom situation.

Gallagher, J. A model for studying teacher instructional strategies (ED 044359), 1966.
Presents Topic Classification System to indicate level of conceptualization style of thinking, and teacher's emphasis on skill or content in classroom discussion.

Gumperz, J.J. & Tannen, D. Individual and social differences in language use. Working paper. Berkeley: University of California, 1977.
Discussion of survey methods and microethnography for the analysis of social and individual differences in communicative codes and interpretive strategies. Emphasis on causes, features, and dynamics of miscommunication. Data from naturally occuring conversation in various settings.

Hawkins, W.H. & Taylor, S. Teacher reactive behavior related to class size and to the teaching of mathematics, social studies and English. Paper presented at the Annual Meeting of the Australian Association for Research in Education, Canberra, 1972.
System of categories for coding teacher reactions. Three types of reactions: no comment; comment; probing. Subcategories of comments: confirmation; extension; positive personal judgement; negative personal judgement; correction; corrective information; noncommittal.

Multi-facet system; concept of "activity units" ("units of interaction which contains within its boundaries one set of persons who whare semantic content"). System operates on transcripts.

Hughes, D.C. An experimental investigation of the effects of pupil responding and teacher reacting on pupil achievement. American Educational Research Journal, 1973, 10(1), 21-37.
Contains system of categories for coding teacher reactions. Distinctions between reactions to correct responses, reactions to incorrect responses, reactions to don't know responses which together form eight types of teacher reactions. Single-facet category system. Usable for transcripts. Measures test relationships between types of reactions and student achievement.

Lundgren, U.P. Frame factors and the teaching process. Stockholm, Sweden: Almqvist & Wiksell, 1972.
An application of Bellack's concept of the "teaching cycle" to Swedish classrooms. Relationship between teaching cycles and a variety of other variables are explored.

Marshall, H. & Green, J.L. Classroom verbal behavior: Contextual purpose and situational factors. Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco, April 1976.
Investigates the nature and stability of verbal behaviors for different contextual purposes in classrooms with varying structures. Uses the RCS Interaction Analysis System modified to code contextual purpose observations were made in six primary classrooms.

Newcastle, H. A study of teachers' classroom questioning and responding techniques (ED 076260), 1970.
Analyzes questions that teachers ask their pupils (soliciting techniques) and teachers' responses to their pupils' answers at different grade levels. Classifies data according to interactional and cognitive criteria.

Noble, G. & Nolan, J.D. Effect of student verbal behavior on classroom teacher behavior. Journal of Educational Psychology, 1976, 68(3), 342-346.
Studies relationship of individual student rates of volunteering in the classroom and the differential rates of teacher questions directed to that student and the percentage of students volunteering approved by the teacher. Results imply that students control whether they receive a directed question and how frequently the teacher addresses them.

Norton, L. & Dobson, R. Perceptions of teachers' nonverbal behaviors by children of different race, age, and sew. Humanist Educator, 1976, 14(3), 94-101.
Suggests that one of the most important variables influencing student learning is quality of the teacher-student relationship. Shows that differences exist in elementary school children's perceptions of nonverbal behavior of teachers.

Nuthall, G.A & Lawrence, P.J. Thinking in the classroom. Wellington, New Zealand: New Zealand Council for Educational Research, 1965. Contains an application of the Illinois logic categories to New Zealand classrooms. A diagrammatic approach to the sequential analysis of verbal moves is included.

Prokop, M. A method for true sequential processing of verbal interaction analysis data. Classroom Interaction Newsletter, 1974, 10, 48-49. Method to extract, by computer, maximum amounts of sequential information on pattern frequencies underlying verbal interactions in the foreign language classroom. Segments total interaction into strings, lifts out embedded patterns, and orders them into groups of recurrent patterns.

Reynolds, W. Jr., et al. The classroom observational record. Paper presented at the Annual Meeting of the American Educational Research Association, New York, February 1971.
Instrument designed to yield quick and reliable data on cognitive processes in classroom interactions; techniques of applying the instrument to classroom situations; findings on the reliability of the instrument; and implications for its uses as a research instrument.

Smith, B.O., et al. A tentative report on the strategies of teaching. Urbana: Bureau of Educational Research, University of Illinois, 1964. Focus: identification of the types of logical operations performed by teachers and pupils. Three major units of analysis are used: strategy, venture, and move. Strategy - includes treatment of subject matter and control of pupil behavior. Venture - a set of utterances dealing with a simple topic. Moves - the verbal maneuvers which make up the different ventures. The notion of strategy can be used in further research relating teacher performance to educational objectives.

Smith, B.O. & Meux, M.O. A study of the logic of teaching. Urbana, Ill.: University of Illinois Press, 1962.
A conceptual system for the analysis of instructional logic in teaching (Illinois Instrument). Differentiates between monlogue and episodes in classroom activities, focusses on (interaction) episodes. Concepts designed to express the sequential character of episodes: episodes begin with entries. 13 categories of entries: defining; describing; designating; stating; reporting; substituting; evaluating; opining; classifying; comparing and contrasting; conditional inferring explaining; directing and managing classrooms. Three types of episodes: simple, reciprocating, coordinate. Episodes are classified in terms of ideal responses demanded by entry. Instrument usable for live observation and analysis of tapes and transcripts.

Teresa, G. & Francis, J.B. A multi-variate analysis of teacher-student interpretations of nonverbal cues: The measurement of visuo-gestural channel expression. Paper presented at the American Educational Research Association, Chicago, April 1972.
Examines how teachers and students interpret nonverbal cues in the form of visuo-gestural channel expressions by having them assign affective meaning to such expressions depicted photographically.

Waimon, M.D. & Hermanowicz, H.J. A conceptual system for prospective teachers to study teaching behavior. Paper presented to the American Education Research Association, Chicago, 1965.
This research aims to provide a system to analysis usable by prospective teachers for the analysis of classroom behavior. The analytic categories focus on the teacher's behavior, and are dominated by a concept of learning in which the teacher attempts to promote learning by (a) developing a predisposition for learning, (b) helping students to acquire, comprehend or use subject matter, and (c) giving evaluative reactions to student responses.

Wright, C.J. & Nuthall, G. Relationships between teacher behaviors and pupil achievement in three experimental elementary science lessons. American Educational Research Journal, 1970, 7, 477-491.
Contains coding system for teacher moves. Based upon Columbia Instrument. Teacher moves are: structuring; soliciting; reacting; monologue. Thirty different types of acts. Multi-facet system applicable to audiotapes and transcripts. Reports experiment which tests correlations between percentages of acts and pupil achievement. Data from 17 teachers and pupils. Third grade.

B. Classroom Ethnography

Borman, K.M. Social control and the process of schooling: A study of socialization of kindergarten children in two settings. Paper presented at the Annual Meeting of the American Educational Research Association, New York, April 1977.
Analyzes audio-taped communicative events in two kindergarten classrooms. Investigation of the classroom communicative process, using three levels of analysis: (1) number and kind of recorded conversational components, (2) functional properties of conversational components, and (3) specific syntactic and semantic properties and contextual qualities of individual regulative conversational components.

Bremme, D.W. Accomplishing a classroom event: A micro-ethnography of first circle. Working paper on learning environments. Cambridge Mass.: Harvard Graduate School of Education, 1976.
Analysis of sociocultural rules and members' competence for the interactional organization of classroom events; emphasis on "local" organization of interaction; notion of "micro-culture" of the classroom. Data base: videotapes of "first circle" in a first grade classroom in suburban Boston.

Bremme, D.W. & Erickson, F. Behaving and making sense: Some relationships among verbal and nonverbal ways of acting in a classroom. Theory into Practice, 1977, 16(3).
Investigates social and cultural competence in a first grade classroom as ability to properly behave and make sense out of what is going on. Verbal and nonverbal behavior in "first circle". Five videotaped instances. Participants' cognitive problems as analysts' problems. Aspects of sociocultural rules for accomplishment of "first circle": what "time" it is in the event; how to get the floor.

Bruch, M. & Shultz, J. An ethnographic analysis of the language use patterns of bilingually schooled children. (Working Papers on Bilingualism, No. 13). Canada: The Ontario Institute for Studies in Education, 1977.
Studies language use patterns of two grade one children in a Spanish-English bilingual program. Uses videotape data. Focusses on amount of language used in different settings and the conditions under which each language was used for teacher-child and child-child interactions.

Burnett, J. Event description and analysis in the microethnography of urban classrooms. In F.A. Ianni & E. Storey (Eds.), Cultural relevance and educational issues. Boston: Little, Brown, 1973.
Study of classroom events and their meanings to participants in a classroom with Puerto Rican children. Suggestions for the "subjective" study of participants' procedures, purposes and perceptions of their own and other's purposes.

Byers, P. & Byers, H. Nonverbal communication and the education of children. In C.B. Cazden, V.P. John & D. Hymes (Eds.), Functions of language in the classroom. New York: The Teachers College Press, 1972.
Study of culturally specific patterns of rhythmic organization of nonverbal communication. Focus on differences in gaze patterns across Black and Anglo Americans. Communication between White nursery school teachers and White and Black children. Frequency distribution of gaze contact.

Cazden, C., John, V. P. & Hymes, D. (Eds.), Functions of language in the classroom. New York: Teachers College Press, 1972.
Collection of papers studying functions of language as recorded or observed in the classroom, and such topics as the differential norms for communication held by subcultural groups. Suggests possibilities for further research where interpretive discourse rules are not shared and taken for granted, and therefore are likely to be more easily recognizable by the researcher.

Cazden, C.B., et al. "You all gonna hafta listen": Peer teaching in a primary classroom. In W.A. Collins (Ed.), Children's language and communication (12 Annual Minnesota Symposium on Child Psychology). Hillsboro, N.J.: Lawrence Erlbaum, 1978.
Examines cognitive and social aspects of language use (information transfer and social relationships) in four peer-teaching episodes with Black and Brown children in combined first, second, and third grade classroom. Investigator is also teacher. Use of videotapes as data.

Cicourel, A.V., et al. Language use and school performance. New York: Academic Press, 1974.
Study of teacher's control of language use and meanings of instructions to children, especially minority children, in a first grade classroom. Problems for understanding of classroom transactions. Study of children's conceptions of testing material. Use of videotape as data gathering device.

Clement, D.C. Social competence in a desegregated school: Implications for a cultural theory of competence. Paper presented at the American Anthropological Association Meeting, Houston, Texas, December 1977.
Discusses concept of social competence in light of information derived from ethnographic field-work in a desegregated school. Method: participant observation. Distinguishes several "frames" of competence: events, encounters, representations of events and encounters. Describes skills required for staging and participating in these frames.

Dulay, H. & Shultz, J. Crosscultural miscommunication in the classroom. Paper presented at the Joint Annual Meeting of the Society for Applied Anthropology and the American Ethnological Society, Montreal, Quebec, April 1972.
Research report on miscommunication among Puerto Rican first and fifth graders and Anglo teachers. Classroom observation and tape-

recording. Teacher criteria for judging students. Teacher's attitudes. Communication breakdowns: general language breakdowns, cultural breakdowns.

Erickson, F. The cycle of situational frames: A model for micro-ethnography in urban anthropology. Paper presented at Midwest Anthropology Meeting, Detroit, Mich., April 1971.
Discusses problem of unit definition in urban anthropology, that is, what are the defining attributes of a population? Concept of territoriality not applicable to urban population. Introduction of concept "cycles of situational frames". Methodological problems: microethnographic samples of behaviors and their adequacy. Parameters of situational frames. Emic and etic aspicts of model.

Erickson, F. Prometheus in the classroom: Science education in socio-cultural context. Paper presented at the National Science Teachers Association, New York, April 1972.
Doing science as social process embedded in social context and cognitive context of scientific knowledge. Competence of practicing science as social interactional competence. Cultural differences of science and scientific practice as they apply to problems of Black minority in the U.S.

Erickson, F. Some approaches to inquiry in school/community ethnography. Anthropology and Education Quarterly, 1976 (in press).
Comparison of quantitative and qualitative research approaches and suggestion for possible integrations.

Erickson, F. Gatekeeping encounters: A social selection process. In P.R. Sanday (Ed.), Anthropology and the public interest: Fieldwork and theory. New York: Academic Press, 1976.
Report of microethnographic field research in communication in gate keeping encounters. Emphasis on methodological issues in study of cultural communication style, co-membership in ethnic groups and how it affects communication, emotional tone of encounters. Data base: films and videotapes of 52 junior college counseling interviews in a predominantly Black neighborhood in Chicago.

Erickson, F. What makes school ethnography 'ethnographic'? Unpublished manuscript, Harvard University, n.d.
Regards ethnography as inquiry process. Reviews traditional concept of ethnography in Malinoski and shows it inapplicability to modern urban ethnography. Shows its inadequacy to the study of schools. Summarizes principles and practices of an ethnography 'from within'. Gives sample of research questions for ethnography 'from within'.

Erickson, F. & Mohatt, G. The social organization of participation structures in two classrooms of Indian students. Working paper, Harvard University, 1977.
Study of similarities and differences in the cultural organization of social relationships in two classrooms of culturally similar

children who are taught by teachers whose cultural backgrounds differ. Focus on how teacher's authority shapes interactional etiquette in the classrooms and how interactional etiquette differs inside and outside classroom. Data base and method: direct observation, videotapes, and interviews in two classrooms, children's homes and the community in an Odawa Indian reservation in Ontario, Canada.

Everhart. R.B. Between stranger and friend. American Educational Research Journal, 1977 14, 1-15.
Investigation of appropriate roles for ethnographers in classrooms. Suggestion that balance between strangeness and friendship is likely to be the most successfull.

Flapan, D. Children's understanding of social interaction. New York: Teachers College Press, 1968.
Study of children's ability to describe and make inferences about feelings, thoughts, and intentions that occur in interpersonal relationships and their ability to account for the sequences of behavior that occur. Method: cross-sectional study, using 20 children at each of 3 age levels: 6 years, 9 years, and 12 years. Analysis of the children's own accounts of what happened in the films presented to them. Certain general developmental trends appeared in describing episodes of social interaction.

Florio, S. & Walsh, M. The teacher as colleague in classroom research. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, April 1976.
Paper reporting and analyzing the cooperative relationship between teacher and analyst as "observant participant and participating observer". Blending of roles. Case study of microanalysis of classroom event (in kindergarten classroom). Written by researcher and teacher.

Gallimore, R. & Howard, A. (Eds.). Studies in Hawaiian community: Na makamaka o Nanakuli (Pacific Anthropological Records No. 1). Honolulu, Hawaii: Department of Anthropology, Bernice P. Bishop Museum, 1968.
Intensive study of the Nanakuli community and the culture of some elementary grade classrooms. Methods: experiments designed to test hypotheses derived from the ethnographic materials; structured interviews; observations and recordings of classroom interaction.

Gallimore, R. & Boggs, J.W. & Jordan, C. Culture, behavior and education (Vol. 11, Sage Library of Social Research). Beverly Hills: Sage Publications, 1974.
A 5-year study of the culture and behavior of Hawaiian-Americans in a small community in Oahu, and the problems they encounter in the public schools. Observations were made in naturally occurring situations; taped grouped discussions of adolescents; life histories of children; a thorough survey of the neighborhood. Findings: the behavior of Hawaiian youth is a product of a coherent cultural system,

rather than social disorganization, retarded development, or individual and group pathology.

Galloway, C. Silent language in the classroom. Bloomington, Indiana: Phi Delta Kappa Educational Foundation, 1976.
Discusses four aspects of nonverbal communication in the classroom: understanding silent language; how the unspoken curriculum operates; nonverbal communication in the classroom; and measuring nonverbal behavior.

Gumperz, J.J. & Hernandez, E.M. Cognitive aspects of bilingual communication (Working paper No. 28). Berkeley: Language Behavior Research Laboratory, University of California, 1969.
Examines social and cognitive aspects of conversational code-switching (English-Spanish among Chicano speakers). Critique of correlational and survey studies of code-switching. Relevance of social meanings.

Jackson, P.W. Life in classrooms. New York: Holt, Rinehart and Winston, 1968.
Analysis of structure and meanings of classroom events to teachers and students. Use of fieldnotes as data.

Lewis, L. Culture and social interaction in the classroom: An ethnographic report. Berkeley: Language Behavior Research Laboratory, University of California, 1970.
Studies how differences between cultural background of children and rules of classroom interaction affect children's performance. What features of cultural background affect the classroom directly?

Mackay, R. Assembling a corpus: The nature and process of instruction. The Canada Journal of Sociology, 1978, 2(4).
Process of education in schools in schools as transmittance of "styles of thinking". Lessons as methods for seeing; instruction as naming; lessons as directions for naming the world. Analysis of a lesson in an elementary classroom. Videotape.

Mackay, R. Children's intellectual rights. Interchange, 1977-78, 8(1-2), 109-118.
Examination of children's culture and rights and how they relate to talk as central means of achieving social order in the classroom.

Mackay, R. How teachers know: A case of epistemological conflict. Sociology of Education, July 1978.
Examines processes of knowing in classroom situations. Explicates social processes of classroom around their underlying epistemological assumptions. Reveals epistemological conflict between processes of knowing during classroom activities of teaching and learning and the activity of the objective evaluation of learning.

Mehan, H. Accomplishing classroom lessons. In A.V. Cicourel, et al., (Eds.), Language Use and School Performance. New York: Academic Press, 1974.
The instructions that a first grade teacher gives to students and the teacher's evaluation of students' work during the course of two language development lessons is examined using videotape and transcripts as a database. Although the teacher reported a specified criteria before and after the lesson, the standard was "negotiated" during the course of interaction as practical circumstances intertwined with strict academic concerns.

Mehan, H. Ethnography for bilingual education. In Bilingual education: Current perspectives, Vol. 1: Social Sciences. Arlington, Virginia: The Center for Applied Linguistics, 1977.

Mehan, H. Learning lessons. Cambridge, Massachusetts: Harvard University Press, in press. Study of teacher-student interaction in nine academic lessons. Database: videotape. Method: Interactional analysis of structure and structuring of events. Participants: teachers and students of a first-second-third grade combined classroom. Setting: inner-city school.

Mehan, H. Structuring school structure. Harvard Educational Review, 1978, 48(1), 32-64.
A comparison of survey research, conventional participant observation, and "constitutive" approaches to ethnography; a survey of sconstitutive studies of classroom interaction, educational testing, and counseling sessions, demonstrating that the social facts of education are accomplished in the interaction between educators and students.

Mehan, H. & Wood, H. The reality of ethnomethodology. New York: Wiley, 1975.
A synthesis of diverse approaches of ethnomethodological theory; a review of existing literature; the philosophical foundations of ethnomethodology; a consideration of the moral position of ethnomethodology; a critique of the field and a prospectus for future research.

McDermott, R.P. Achieving school failure: An anthropological approach to illiteracy and social stratification. Unpublished manuscript, no date.
Study of miscommunication in pariah-host relationships. Notion of school failure as a rational achievement in societies that are based on a pariah-host division: miscommunication as regeneration of pariah-status; notion of "socially organized inattention patterns", politics of everyday life; analysis of how children reorganize classrooms according to their own perceptions. Focus on reading disabilities of Black children in an ethnically urban classroom.

McDermott, R.P. Relating and learning: The ethnography of speaking and reading. In R. Shuy (Ed.), Linguistics and Reading. Newark, Del.: International Reading Association, n.d.
Applications of ethnography of speaking to reading and school failure of minority children. Teachers' talk and cross-cultural miscommunication.

McDermott, R.P. Social relations as contexts for learning in school. Harvard Educational Review, 1977, 47(2), 198-213.
Examines how relations among teachers and children affect development of learning environments and how classroom interaction may promote or retard learning. Describes how teaching styles depend on cultural contexts and examines successful and unsuccessful classrooms with examples from a variety of school systems. Suggests that the ethnographic study of classrooms will allow us to look carefully at learning in terms of how teachers and students "make sense" of each other and hold each other accountable, given the resources and limits of their community.

McDermott, R.P. The ethnography of speaking and reading. In R. Sharp (Ed.), Linguistic theory. Newark, Delaware: International Reading Association, 1977.
Inquiry into the context of relationships between teachers and students and its effects on reading. Suggestions for use of ethnographies for the detection of problems in relational context.

McDermott, R.P. & Church, J. Making sense and feeling good: The ethnography of communication and identity work. Communication, in press.
Interactional concept of identity; concept of identity work: behavior that a person generates to make sense of and to feel good about an ongoing situation. Exploration of difficulties of making common sense. Methodological considerations of ethnographic studies of identity work; role of organizing phenomena (fantasies and ideas) in ethnographies of identity work.

McDermott, R.P. & Aron, J. Pirandello in the classroom: On the possibility of equal educational opportunity in american culture. In Future of special education, Reston, Virginia: Council for Exceptional Children, in press.
Examination of cultural assumptions underlying and justifying the stratisfying nature of the U.S. school system. Self-fulfilling prophecies in classroom. How schools induce inequality in educational opportunity. Report of microethnographic field-work on ability grouping.

McDermott, R.P. & Hall, W.S. The social organization of a successful and an unsuccessful school performance. The Quarterly Newsletter of the Institute for Comparative Human Development (The Rockefeller University), 1977, 1(3), 10-11.
Analysis of the social organizational work that directs children's performance. Suggestions for analysis of children's social contexts. Data base: transcripts from a "debating club" of fifth graders with severe academic problems in a Harlem school.

Philips, S.U. Participant structures and communicative competence: Warm Springs children in community and classroom, In C.B. Cazden, V.P. John, & D. Hymes (Eds.), Functions of language in the classroom. New York: The Teachers College Press, 1972.
Comparison of children's participation in classrooms and community events. Sociocultural rules for the display of competence in formal (classroom) and informal educational contexts. Teacher's allocation of turns in classroom contrasts with self-organizing quality of participation in talk in everyday community affairs. Conclusion for understanding the "silent Indian child".

Philips, S.U. Some sources of cultural variability in the regulation of talk. Language in Society, 1976, 5(1), 81-95.
Comparison of verbal and nonverbal regulation of talk in Anglo interaction and among Indians of the Warm Springs Reservation in central Oregon. Focus on participation structures, turn-taking, sequencing of talk.

Philips, S.U. The role of the listener in the regulation of talk: Some sources of cultural variability. Paper presented at the Annual Meeting of the American Anthropological Association, Mexico City, November 1974.
Considers role of listener (and potential speaker) in regulation of other speakers' turns at talk and seqential structuring of talk. Shows some ways in which verbal and nonverbal modes of regulating talk are integrated into single system. Explores cultural diversity in regulation of talk. Comparison of Indians of Warm Springs Indian Reservation in Oregon and Anglos.

Ramos, R. Beyond the bilingual-crosscultural classroom: The effects of the social environment on the classroom. Working paper, Department of Sociology, University of California, San Diego, 1977.
Study of relationship of students' classroom behavior and social organizational features of the community. Method: participant observation, ethnomethodology, analysis of members' use of common sense knowledge in their social activities inside and outside the classroom. Data base: observations of one bilingual fourth, fifth, and sixth grade classroom and the Chicano community where the school is located.

Rist, R.C. On the relations between educational research paradigms. In Tikunoff, W.J. & Ward, B.A. (Eds.), Anthropology and Education Quarterly, 1977, 8(2), 42-49.
Analysis of the contrast between traditional experimental designs in educational research and recent "constructivist" approaches.

Robinson, P.E.D. An ethnography of classrooms. In J. Eggleston (Ed.), Contemporary research in the sociology of education. London: Methuen & Co., 1974.
Review of applicability of methods of "objective sociology" on classrooms and the dangers of reductionism and reification. Suggestions for a study of "interpretive procedures" used by participts and of their formulations of social structure.

Spradley, J.P. & McCurdey, D.W. The cultural experience: Ethnography in complex society. Chicago: Science Research Associates, 1972.
A textbook about ethnographic research designed to encourage beginning anthropology students to carry out ethnographic field-work in communities accessible to them. Includes three student papers presenting ethnographic reports of schooling.

Smith, L.M. & Geoffrey, W. The complexities of the urban classroom. New York: Holt, Rinehart and Winston, 1968.
Analysis of the meanings of teacher instructions to students in an urban classroom. Teachers depicted as decision makers. Critique of studies of classroom interaction for a lack of consideration of long-term cumulative structural relationships.

VanNess, H. Social control and social organization in an alaskan athabaskan classroom: A microethnography of "getting ready" for reading. 1977.
Microethnographic analysis of an instructional activity in a rural Alaskan kindergarten classroom. Study of the organization of social behavior in face-to-face teacher-student interaction. Examination of an audiovisual "behavior record" (tape). Review of literature on classrooms with Indian or Eskimo students.

Williams, W. & Pellegreno, D. Gatekeeping and student role. Journal of Educational Research, 1975, 68(10), 366-370.
Teachers and students were found to use interruptions differently.

C. Conversational Analysis

Coulter, J. On the notion of a "sequential object". Paper presented at the Conference on Ethnomethodology and Language, Sociology Department and Human Interaction Laboratory, State University College, Buffalo, N.Y., February 1976.
Conversational analysis of "adjacency pairs" and other "sense assembly devices" and their function in the negotiation and interpretation of illocutionary forces of verbal utterances. Data base: short transcripts of teacher-student interaction in classroom.

Coulter, J. Some organizational features of a practical encounter. Working paper, Department of Sociology, Boston University, n.d.
Conversational analysis of participants' self-identification, distribution of obligations, and the organization of time in the interaction between patients and mental health personnel. Data base: transcripts and participant observation.

Gumperz, J. The conversational analysis of interethnic communication. In E. Ross (Ed.), Interethnic communication: Proceedings of the Southern Anthropological Society. University of Georgia Press, 1977.
Analysis of miscommunication in public settings; investigation of differences in the perception and interpretation of conventional verbal and nonverbal signals. Data: conversations between East-Indian and Pakistani workers and British teacher in London.

Heritage, J.C. & Watson, D.R. Formulations as conversational objects. In G. Psathas (Ed.), Recent studies in ethnomethodology, 1976.
Analysis of the conversational and sequential construction of "formulations" of the conversation; demonstration of how formulations are sensitive to the sequential context where they occur. Data base: various naturally occuring face-to-face and telephone conversations.

Jefferson, G. Side sequences. In D. Sudnow (Ed.), Studies in social interaction. New York: The Free Press, 1972.
Discusses a type of sequence which can be seen to be a break in an engaging activity. This paper focuses on the questioning repeat, which requires the original speaker to talk more on the product-item before the on-going talk can be returned to. Jefferson moves on to discuss how side-sequences are built into longer sequences of discourse. A series - O,S, R - is introduced, where O is an exchange in the on-going discourse, S the interrupting side-sequence, and R the return to the on-going discourse.

Kallmeyer, W. & Schutze, F. Konversationsanalyse. Studium der Linguistik, 1976, 1(1).
Overview of conversational analysis, ethnography of speaking, and cognitive discourse analysis. Study of formal organizational structures of conversation, constitution of action and meaning in interaction, interpretive procedures. Data base: telephone conversation between two German politicians, dinner conversation in a commune (audiotapes).

Sacks, H. On the analyzability of stories by children. In Gumperz & Hymes (Eds.), Directions in sociolinquistics. New York: Holt, Rinehart, and Winston, 1972.
Sacks discusses (a) how a specific utterance is generated by an observation; (b) how we discriminate a specific sense from potentially ambiguous terms; (c) how we hear certain terms for objects (and persons) and activities related, both within sentences and across sentences. The concepts and rules suggested can be used for the analysis of how several speakers interact coherently.

Sacks, H. & Schegloff, E. Opening up closings. Semiotica, 1973, 8, 289-327.
Analysis of termination of telephone conversations as an accomplishment. Notes on theoretical and methodological status of conversational analysis. Notion of transition relevance places, adjacency pairs, topical organization of talk.

Sacks, H., Schegloff, E. & Jerrerson, G. A simplest systematics for the organization of turn-taking for conversation. Language, 1974, 50, 696-735.
Fundamental essay on the social organization of turn-taking in conversation, the role of turn-taking in the patterning of interaction and its sequential organization, and its role in the achievement of understanding in conversation. Appendix on conventions for transcriptions. Data: naturally occuring telephone conversations.

Scheflen, E. The significance of posture in communication systems. Psychiatry, 1964, 27, 316-313.
Cultural determination of non-lexical behavior in communication. Assumption of set of 30 standardized postural configurations in American culture. Function of communicative behaviors as notifications of relationships among participants. Research method: relationships between elements and their contexts ("context analysis"). Postural indicators of interactional units. Postural indicators of relationships. Postural indicators of steps in a program.

Scheflen, E. with Ashcraft, N. Human territories: How we behave in space-time. Englewood Cliffs: Prentice-Hall, 1976.
Notion of "territory". Extensive descriptions, classifications, and pictures of postural configurations in interaction among adults. Territories of orientation. Formations. Connections and junctions. Shared and mutual relations. With and non-with spaces. Face formations. Nuclei. Modules and their elements.

Schegloff, E. Notes on a conversational practice: Formulating place. In D. Sudnow (Ed.), Studies on social interaction. New York: The Free Press, 1972.
Considers two kinds of discourse problems: (1) selection of terms to refer to places (a semantic question); (2) what type of utterance properly follows a question. Schefloff shows that a sequence can be inserted between a question and its answer and be seen to be a relevant pre-sequence to an answer, rather than for example an evasion.

Schegloff, E.A. On some questions and ambiguities in conversation. Working paper, Department of Sociology, University of California, Los Angeles, 1976.
Document of the development of conversational analysis method. Discussion of the role of sequential placement of utterances for the understanding of meaning and illocutionary force. Critique of sociolinguistic methods. Discussion of convergence of participants' and analysts' perspectives.

Schegloff, E.A. Sequencing in conversational openings. American Anthropologist, 1968, 70, 1075-1095.
Rules for the sequencing of openings of telephone conversations and operation of those rules. Sequencing rules in two-party conversations. Distribution rule in telephone conversations (answerer speaks first); summons-answer sequences; availability to talk and its effects on sequencing. Analysis of 500 telephone calls.

Schenkein, N. An Introduction to the study of "socialization" through analyses of conversational interaction. In R. Turner (Ed.), Socialization: Acquisition of membership. New York: Basic Books, 1974.
Examines what research into organizational details of conversation can tell about 'socialization processes'. Uses transcript of conversation in group therapy session with teenage patients during entry of new member as data.

Schenkein, J.N. Identity negotiations in conversation. Unpublished paper, Queens College, City University of New York, n.d.
Analysis of one minute of talk between a life insurance salesman and his prospective client. Negotiation of official identities and unofficial identity potentialities. Progress of negotiations through discretely organized action sequences.

Schenkein, J.N. Some methodological and substantive issues in the analysis of conversational interaction. Unpublished dissertation, University of California, Irvine, 1971.
Analysis of transcripts of conversations between insurance salesmen and their prospective clients. Methodological considerations. Formulations of the reasons of the conversation as a conversational phenomenon.

Schenkein, J.N. Toward an analysis of "Hehheh" in natural conversation with some implications for the study of children's acquisition of competence. Working paper for conference on "Language, Society, and the Child, Berkeley, Summer 1968.
Examines talk under the aspect of generation and making accountable of order in the world. Views language acquisition as acquisition of social structure.

Schenkein, J.N. Towards an analysis of natural conversation and the sence of hehheh. Semiotica, 1972, 6(4), 344-377.
Classic treatise in conversational analysis. Account for class of utterances without reference. Examination of their 'work' in conversation and its sequential organization. Consideration of topic, accomplishment of meaning.

Scribner, S. Modes of thinking and ways of speaking. In R.O. Freedle (Ed.), Discourse production and comprehension. Hillsdale, New Jersey: Lawrence Erlbaum Associates, 1978.
An examination of studies which characterize the way people think, especially in formal experimental situations. Considers the possibility that such contexts impose unique constraints that requires the suspension of everyday commonsense reasoning for the adoption of specialized knowledge. The former is characterized as 'empiric,' the latter as 'theoretical.' The implications for examining children in educational tests in the U.S. and subjects in different cultures on experiments are drawn.

Shultz, J. It's not whether you win or lose, it's how you play the game. Paper presented at the meeting of the American Educational Research Association, New York, April 1977.
Analysis of teacher student interactions in the process of learning how to play a game. Suggestions for the use of ethnographic methods for the analysis of the accomplishment of classroom everyday life.

Schultz, J. The search for co-membership: An analysis of conversations among strangers. Working paper, Inter-Ethnic Communication Study Project, Harvard Graduate School of Education, January 1973.
Experimental research on inter-ethnic conversations among dyads of college students. Topical structure of conversation. Identification of other; search for co-membership. Statistical examination of ethnographic findings.

Speier, M. Some conversational problems for interactional analysis. In D. Sudnow (Ed.), Studies in social interaction. New York: The Free Press, 1972.
Concerned with how talk is generated in particular situation, that of a family meal. Talk is an adjunct to the activity of eating a meal, which could be accomplished in silence. The talk that does occur is of two kinds: (1) talk related to the practical activity of conducting the progress of a meal, which is in part organized by the natural progression of the meal; (2) talk on a 'topic', which is not necessarily bound to the practical activity, though that may provide resources for 'topical' conversation.

Turner, R. Some formal properties of therapy talk. In D. Sudnow (Ed.), Studies in social interaction. New York: The Free Press, 1972.
Discusses a situation which is constituted by a particular kind of talk. The talk that occurs in group therapy is not all therapy talk (just as classroom talk is not all 'teaching'). Turner discusses how a break is made between 'preliminary conversation' and the scheduled activity of 'therapy', and the ways in which routine conversational properties are transformed in therapy talk.

Turner, R. Words, utterances, and activities. In Douglas (Ed.), Understanding everyday life. Aldine, 1970.
Ethnomethodological revision of Speech Act Theory. Examination of members' resources for the understanding of utterances as activities. Lack of mechanical procedure for analysis of transcripts. Interpretive methodology for analysis of interaction "from within". Analysis of excerpt from conversation among former mental patients.

D. Discourse Analysis

Coulthard, M. Approaches to the analysis of classroom interaction. Educational Review, 1974, 26 (3), 229-240.
Overviews systems for analyzing the verbal interaction in the classroom. A method is developed to provide a structural and functional analysis of classroom discourse.

Criper, C. & Davies, A. Research on spoken language in the primary school; A report to the Scottish Education Department. Edinburgh University, Dept. of Linguistics, Sept., 1974, ED 140348 Edinburgh.
Examines state of the art of research into language use in the classroom. Includes lengthy bibliography.

Fredericksen, C. Semantic processing units in understanding text. In Roy O. Freedle (Ed.), Discourse production and comprehension, 1. Norwood, New Jersey: Ablex Publishing Corporation, 1977.
Examines the question of units of information with reference to discourse structure, discourse production, comprehension and information retrieval from semantic memory. Considers implications of units of semantic information for our conception of memory structure and discourse processing. Experimental results are presented providing evidence that a discourse is processes and multilevel structure containing units as "small" as individual concepts and relations connecting concepts, and as "large" as macrostructures consisting of networks of connected propositions.

Freedle, R (Ed.) Discourse production and comprehension, 1 in the series: Discourse processes: Advances in research and theory. Norwood, New Jersey: Ablex Publishing Corporation, 1977.
Collection of multidisciplinary papers on the structure and function of discourse in social communication and its internal representation in the individual. Wide variety of approaches to the study of discourse: sociolinguistics, psycholinguistics, teacher-student interaction, conversational turn-taking, speech acts in developmental psycholinguistics, mathematical representations of discourse structure, the clinical interview, the interactionist approach, language production theories, etc.

Gearhart, M & Newman, D. Turn-Taking in Conversation: Implications for developmental research. The Quarterly Newsletter for Comparative Human Development, The Rockefeller University, June 1977, 1(3), 7-9.
Summary of the concepts "recipient design" and "turn-taking" in (adult) conversation. Suggestions for the study of developmental acquisition of these skills in children.

Gelman, R. & Shatz, M. Appropriate speech adjustments: The operation of conversational constraints on talk to two-year-olds. In: M. Lewis and L. Rosenblum (Eds.), Communication and language: The origins of behavior, 1. New York: Wiley.
Focuses on the general phenomena of "talking down" to beginning language learners. Analysis of transcripts (from videotapes); looks at the "functional-meaning-in conversation," i.e., speech with respect to the way it was used in the context of the conversation. Examines use of "Motherese" - it consists of well-formed utterances that are short and syntactically simple - as spoken by mothers or others who are reasonably competent speakers of the language. Shows that "Motherese" comes about as a function of the speaker's intent to convey certain messages in certain ways and according to conversational constraints.

Hall, W. S., Cole, M., Reder, S., and Dowley, G. Variations in young children's use of language: Some effects of setting and dialect. To appear in: R. O. Freedle (Ed.), Discourse production and comprehension. Hillsdale, New Jersey: Lawrence Erlbaum and Associates, Publishers.

Halliday, M.A.K. Eine interpretation der funktionalen beziehung zwischen sprache und sozialstruktur. To appear in: U. Quasthoff (Ed.), Sprachstruktur-sozialstruktur. Kronberg/Ts. (West Germany), 1978.
Discussion of the functional relationship between linguistic and social structure. Focus on social stratification, dialect, urban dialects and social identity. Register and social process.

Halliday, M.A.K. Explorations in the functions of language. London: Edward Arnold, 1973.
Five articles on relationship between language structure and functions of language. Language development in children. Social needs in communicating and their effects on language structure. Learning language as learning how to use it. Functional interpretations of grammatical categories, intonation, etc.

Halliday, M.A.K. Language structure and language function. In: J. Lyons (Ed.), New Horizons in Linguistics. Harmondsworth: Penguin Books, 1970.
Concerned with the function of the presence and surface ordering of elements within a sentence. Halliday finds in the structure of the clause, three functions: (1) the 'ideational' - expressing content, (2) the 'interpersonal' - maintaining social relations; (3) the 'textual' - enabling links to be made with the situation and cohesive texts to be constructed.

Kallmeyer, W. & Schutze, F. Konversationsanalyse. Studium der linguistik, 1976, 1(1). (West Germany).
Overview of conversational analysis, ethnography of speaking, and congnitive discourse analysis. Study of formal organizational structures of conversation, constitution of action and meaning in interaction, interpretive procedures. Data base: telephone conversation between two German politicians, dinner conversation in a commune (audiotapes).

Mishler, E. G. Studies in dialogue and discourse: An exponential law of successive questioning. Language in Society. 4: 31-52
Sociolinguistic analyses of linguistic functions in discourse emphasize their social meaning. From audio recordings of first-grade classrooms, Mishler has demonstrated that dialogue structure can be described by the question-response-confirmation (QRC) unit; structural variation upon that unit, and variations in the utterance forms and functions which are used to construct that unit, reflect authority relationships in the classroom.

Newman, Denis Ownership and permission among nursery-school children. In: J. Glick and A. Clarke-Stewart (Eds.), Studies in social and cognitive development. New York: Gardner Press, 1977.
Study of children's language use and construction of social organization in interaction. Examination of how children form and maintain play-groups. Role of ownership and permission in the context of play. Data: four hours of videotape of four boys and three girls in a nursery school at Rockefeller University, New York.

Oevermann, Ulrich el al. Beobachtungen gur struktur der sozialisatorische interaktion - theoretische und methodologische fragen der sozialisationsforschung. In: Auwaerter, M., Kirsch, E., and Schroeter, M. (Eds.), Seminar: Kommunikation, interaktion, identitaet. Frankfurt/M. (West Germany): Suhrkamp, 1976.
Conception of "latent meaning structures" in socializing interaction. Suggestions for methods of empirical analysis ("objective hermeneutics"). Analysis of two transcripts of parent-child interaction.

Shatz, M. & Gelman, R. The development of communication skills: Modifications in the speech of young children as a function of listener. Monographs of the Society for Research in Child Development, October, 1973, 38(5, 1-37, Serial No. 152).
This monograph reports 3 studies of the 4-year-old's ability to adjust to a listener. Analysis of taped conversations (children-mother; peers). The results of these studies are discussed with regard to previous work on the preschooler's communication skills and the variety of listener-produced cues that may influence the 4-year-old's tendency to "talk down." The implications of speaker-listener interaction for the process of language acquisition are considered.

Sinclair, J.& Coulthard, R. Towards an analysis of discourse: The english used by teachers and pupils. London: Oxford University Press.
Examination of the linguistic aspects of teacher-student interaction. Database: Tapes and transcripts of classroom lessons. Analysis of a theory of language interaction. Short review of the literature: discourse structure, language functions, classroom interaction. Comprehensive and critical bibliography.

Wald, Benji. On the unity and initiation of the discourse unit. To appear in: U. Quasthoff (Ed.), Sprachstruktur-sozialstruktur. Kronberg/Ts. (West Germany): Scriptor, 1978.
Analysis of the structure, use, initiation, and linguistic features of suprasentential units of spoken discourse. Data: naturally occuring narratives in urban settings in Tanzania (Swahili).

E. Ecological

Bossert, S.T. Activity structures and student outcomes. Paper prepared for the National Institute of Educations's conference on school organizations and effects, January 1978.
Programmatic paper on "activity structure" perspective on schooling and its effects. Activity structures and moral norms and beliefs. Activity structures and aspects of social order. Activity structure and the shaping of social experience. Activity structures and the interpersonal relations. Activity structures include aspects such as temporal organization, form, content, interrelationships, and reinforcements of activities.

Bossert, S.T. Education in the urban society. In: David Street (Ed.), Handbook of urban life, Jossey Bass, 1976.
Examines historical development of function, administration, financing and governing of schools in urban American society and their effects on learning experiences of students.

Bronfenbrenner, U. The experimental ecology of education. Educational Researcher, 1976, 9, 5-15.
Suggestions for application of Lewinian methods for the study of natural educational settings. Assumption that meanings of social events must be taken into account in order to validate educational research.

Cole, M.; Sharp, D. & Lave, D. The cognitive consequences of education: Some empirical evidence and theoretical misgivings, Unpublished manuscript, 1977.
Examines the question of whether formal schooling follows or leads cognitive development. Is critical of lab experiments for lack of ecological validity. Advocates an analysis of tasks and situations and their relations rather than imposing standards of experimentation on everyday life.

Cole, M., et al. The cultural context of learning and thinking. New York: Basic Books, 1971.
Naturally occurring experiments in the Kpelle context provide the background for this discussion of procedures to assess people's cognition that is consistent with everyday life circumstances. A strong and important warrant for linking experiments and ethnographies.

Doyle, W. Classroom tasks and student abilities. To appear in: P.L. Peterson and H.J. Walbergs (Eds.), Conceptions of teaching, Berkeley: McCutchan, 1978.
Outlines features of an ecological approach to teaching with special emphasis on how student processes operate in classroom. Discusses interpretive models in research on teaching. Lists three features of ecological analysis: Naturalistic descriptions, focus on behavior-environment relations, diagnostic rather than prescriptive research interests. Examines structure of classroom tasks, performance-grade exchange, classroom competencies.

Goffman, E. On face-work: An analysis of ritual elements in social interaction. Psychiatry, 1955, 18, 213-231.
Role of "lines" in interaction: "patterns of verbal and non-verbal acts by which (participants)...express...(their) views of the situation and ... evaluation of the participants, especially (themselves)". Role of "face", that is, the "positive social values a person effectively claims for himself by the line others assume he has taken during a particular contact". Basic kinds of face-work; aggressive use of face-work; choice of appropriate face-work; cooperation in face-work.

Horner, V.M. & Gussow, J.D. John and Mary: A pilot study in linguistic ecology. In: C.B. Cazden, V.P. John, and D. Hymes (Eds.), Functions of language in the classroom, New York: Teachers College Press, 1972.
Study of verbal behavior of two three-year old lower-class black children in the home. No outside observers present. Concept of "verbal events". Networks of verbal interactions. Functional analysis. Studies of the resulting verbal repertoire of children and expressive abilities. Conclusions for language teaching in schools.

Scribner, S. & Cole, M. Cognitive consequences of formal and informal education. Science, Nov. 1973, 9, 553-559.
Comparison of cognitive consequences of learning in institutional settings (schools) and everyday life. Differences in interactional and institutional styles. Reports of Piagetian experiments among the Kpella of Liberia, West Africa.

Soskin, W.F. & John, V.P. A study of spontaneous talk. In: R. Barker (Ed.), Stream of Behavior. New York. Appleton-Century-Crofts.
Study aiming to describe the individual's psychological states in relation to his/her environment as managed through language. Points out the inadequacies of analyzing conversational interaction in terms of quantification of occurences of functional units. Database: recordings from natural conversations.

Sommer, R. Further studies of small-group ecology. Sociometry, 1975, 28, 327-348.
Experimental studies of group-arrangement practices. Situations where interaction was encouraged (students at cafeteria tables) and situations where interaction is negatively sanctioned (libraries). Use of paper-and-pencil instruments to gauge seating arrangements in casual, cooperating, competing, and co-acting groups. Role of eye contact in negotiation of spatial arrangements. Observational studies and questionnaire studies.

What's Cognitive about Cognitive Anthropology? The Laboratory for Comparative Human Development, Rockefeller University, 1978.
A critique of that domain of psychology called "cognitive psychology" for not specifying the nature of tasks presented to subjects. Examination of three domains of cognitive anthropology--tests of psychological reality, folk taxonomes, and decision making, with conclusion that the cognitive aspects of the studies are not always well specified.

F. Sociology of Education/Schooling

Arnold, H. Why children talk: language in the primary classroom. Education for teaching, 1973, 9, 25-29.
Considers the use of language by children vs. that by teachers in the classroom and how language is crucial for effective learning processes.

Bernstein, B. B. On the classification and framing of educational knowledge. In: M. Young (Ed.), Knowledge and control, Collier-MacMillan, 1971.
Suggests that how a society selects, classifies, distributes, transmits and evaluates the educational knowledge it considers to be public, reflects distribution of power and principles of social control. Educational knowledge as regulator of structure of experience. Concept of educational knowledge code (underlying principles which shape curriculum, pedagogy and evaluation). Offers typology of educational codes. Educational codes and social control.

Carini, P.F. Observation and Description. Grand Forks: University of North Dakota Press, 1975.
Outline of assumptions and methods of phenomenological inquiry in schools. Suggestion that schools should be examined with respect to their potential for participant reflection and variety of experiences.

Cicourel, A.V. & Kitsuse, J. The educational decision makers. Indianapolis: Bobbs Merril, 1963.
Study of students' careers as determined by the interactional work and cooperative decision making procedures of teachers and administrators. Focus on high school counselors and their role conceptions.

Cusick, P.A. Inside High School. New York: Holt, Rinehart and Winston, 1973.
Analysis of student's life in a high school analyzed via a symbolic-interactionist perspective. Conclusion that high school organization allows for little student-teacher interaction, little student involvement in formal activities, and in a very scattershot experience for students.

Erickson, F. Gatekeeping and the melting pot. Harvard Educational Review, 1975, 45, 44-70.
Analysis of ethnic "co-membershipping" in counseling interactions. Focus on nonverbal behavior. Analysis of how common understandings depend upon ethnic background and how they are used in order to accomplish the interaction.

Doyle, W. Paradigms for research on teacher effectiveness. Review of research in education, Vol.5, L.S. Shulman (Ed.). Ithica, Ill: Peacock, 1977.
Reviews currently employed paradigms for research on teacher effectiveness: the process-product paradigm (structure of process-product research; explanatory assumptions; recent directions); mediating process paradigm (components and uses of the paradigm; current status); classroom ecology paradigm (nature of classroom tasks; environmental demands; dimensions of student competence; applications to teacher effectiveness; classroom mediators; explaining instructional effects).

Bronfenbrenner, U. The experimental ecology of education. Educational Researcher, 1976, 5(9), 5-15.
Suggests ecological experiments at all four levels of ecological structure of educational environment (micro, meso, exo, and macro systems). Experiment as heuristic strategy. Analysis of settings as systems; relations among settings. Developmental transitions as ecological experiments. Transforming experiments.

Bronfenbrenner, U. & Hamilton, S. School effectiveness in ecological perspective. (Working Paper) Cornell University, Jan., 1978.
Summarizes ecological approach to human development in series of definitions: ecology of human development; ecological environment (microsystem; mesosystem; exosystem; macrosystem); human development; ecological validity; transforming experiment. Examines school effectiveness at each level of ecological environment, summarizes examination in a series of hypotheses. Examines relation between school effectiveness and relations between different levels of ecological environment and between different systems at the same level, especially subjects' participation in different systems (cross-cultural aspects). Reports transformation experiment.

Erickson, F. & Krumbein, E. Ecology and Education: An open system model for urban independent schools. Unpublished manuscript, no date. Accounts for failure of urban schools in terms of nature of transactions of schools with environment. Urban schools in cultural perspective. Structural characteristics of urban schools. Effect of new sources on educational ecosystem. Ecological study of Chicago area schools.

Goffman, E. Behavior in public places. New York: The Free Press, 1963.
Holistic approach to the analysis of interaction situations. Investigation of social rules of involvement in interaction. Face engagements. Interpretation of structures and functions of situational properties.

Erickson, F. Gatekeeping and the melting pot. Harvard Educational Review, 1975, 45, 44-70.
Analysis of ethnic "co-membershipping" in counseling interactions. Focus on nonverbal behavior. Analysis of how common understandings depend upon ethnic background and how they are used in order to accomplish the interaction.

Erickson, F. Talking to the man: Some conclusions from the inter-ethnic communication study project. Paper delivered at the sumposium "Talking to the man in the city junior college", American Educational Research Association annual meeting, New Orleans, March, 1973.
Junior college counseling interview study. Reports design, data, findings and general conclusions. Ethnic factors influence communication qualitatively and quantitatively. Universalistic and particularistic factors in decision making are interactionally negotiated. "Pan-ethnicity" overrides ethnicity in impact.

Erickson, F. & Shultz, J. Talking to an 'us' or a 'them: Differences in performing the speech function "forumlation" in school counseling interviews. (Working Paper). Harvard University, 1973.
Applies Garfinkel & Sacks' concept of 'formulations' to counseling interviews: how counselors perform "explaining what we are doing now". Identifies social meaning of different forms of these formulations. Locates speech act 'formulation' in context of counseling interaction. Formulations implicitly communicate counselor's expectations of student's ability. Distinction of explicit and implicit formulations. Implications of 'microethnographic analysis' of school talk.

Flude, M. & Ahier, J. (Eds.). Educability, schools and ideology, New York: Halsted Press, 1974.
Collection of critical essays on sociology of schooling. Phenomenological perspective; focus of critique are the taken-for-granted assumptions in sociology of schooling which do not treat the given structures of schools as problematic. Pleas for constructivist studies of structures and processes through which particular kinds of knowledge are transmitted.

Gladwin, T. East is a big bird. Cambridge: Harvard University Press, 1970.
Navigation and logic on Puluwat Atoll. Presents argument that poor people in the U.S. tend to do badly in school; they are also inclined to achieve low scores on intelligence tests. Examination of cognitive issues.

Halperin, M. First-grade teacher's goals and children's developing perceptions of school. Journal of educational psychology, 68, 636-648, 1976.
Longitudinal study of learning of social classroom norms by first graders. Assumption that the homogeneous societal and institutional values in schools make school experience similar to most children despite differing teacher ideologies.

Lancy, D.F. The classroom as phenomenon. To appear in: D.Bar-Tal and L. Saxe (Eds.), Social psychology of education: Theory and Research, Washington, D.C.: Hemisphere Publishing Corp., 1978.
Outline of a phenomenological approach to the study of classrooms. Review of several models of classroom life. Classroom interaction as construction of social reality. Review of research techniques.

Lutz, F.W. and Iannacone, L. Understanding educational organizations. Columbus, Ohio: Merrill, 1969.
Review of methodologies for the study of power in educational organizations. Advocates field study approach of social anthropology.

Mehan, H. Assessing children's language using abilities. In: J.M.Armer and A.D. Grimshaw (eds.), Comparative sociological research. New York: Wiley-Interscience.
A critique of compensatory metaphors for looking at lower class children; an analysis of videotaped educational testing encounters in which the practices of the tester and student working together are shown to assemble the students' answers to questions. Measurement in educational testing is found to be an interactional, active process, not a passive process recommended by educational testing theory.

Ogby, J.U. Minority education and caste. The American system in cross-cultural perspective. New York: Academic Press, Inc., 1978.
Study suggesting the need to redefine the concept of equality of educational opportunity as a first step toward developing sound policies and programs that will eliminate academic retardation among blacks and similarly situated minorities. Book is in three parts: (1) deals with black education in the U.S.; the relationship between caste and education, briefly surveys the education of American Indians, Mexican-Americans, and mainland Puerto Ricans; (2) presents case studies of castelike minority education in other societies; (3) considers the policy implications of the alternative explanation of black school performance developed throughout the book.

Patton, M.Q. An alternate evaluation research paradigm. Grand Forks: University of North Dakota Press, 1975.
Suggestions for evaluation of educational settings that represent participants through their own terms. Combination of phenomenology, symbolic interactionism, Gestalt psychology, ethnomethodology, and "verstenhen" methods.

Payne, J.I. Analysis of teacher-student interaction in Amish and non-Amish schools. Social problems, 1971, 9, 79-90.
Cross-cultural study of behavioral patterns in Amish and Non-Amish classrooms with respect to community control on schools.

Tough, J. The development of meaning. New York: Halstead Press, 1977.
Longitudinal study of language use in nursery schools. Focus on function of language use for disadvantaged groups.

Waller, W. The sociology of teaching. New York: John Wiley, 1932.
Classic study of teaching as a social phenomena. Focus on appropriate roles for teachers.

Wootton, A.J. Talk in the homes of young children. Sociology, 8, 277-295.
Evidence for social class differences in the effects of child-rearing practices on children's growing communicative skills has been accumulated primarily from parental interviews and from observations of selected interactive contexts and experimentally contrived tasks. By equipping children with microphones in their homes, Wootton was able to collect a speech corpus representing those contexts naturally created. Wootton's findings cast doubt on a coherence of class structure describably by understandings shared and mutually created by its various members.

G. Ethnomethodology

Attewell, Paul. Ethnomethodology since Garfinkel. Theory and Society, 1974, 1,179-210.
Review of fundamental issues, origins, development, and perspectives in the ethnomethodological paradigm in sociological analysis and conversational analysis.

Cicourel, Aaron V. Cognitive sociology: Language and meaning in social interaction. Harmondsworth: Penguin Education, 1973.
Studies on cognitive and linguistic aspects of social structure and social interaction. Discussion of sociological status and role concepts; interactional negotiation and interpretation of status and role. Developmental aspects of cognition in interaction. Basic and normative rules of interaction. Artificial intelligence models of understanding. Concept of a "generative semantics". Multi-model communication; analysis of deaf sign language use; classroom interaction.

Ciocurel, Aaron V. Discourse, autonomous grammars, and contextualized processing of information. (Working paper) Department of Sociology, University of California, 1976.
Examination of the role of autonomous rules of syntax and turn-taking, ethnographic context, and structures of information processing in discourse. Outline of the notion of "levels of predication" for a model of discourse. Review of recent developments in linguistic theory, psycholinguistics, and cognitive psychology. Data base: parent-child conversation in Spanish-speaking families in Buenos Aires, Argentina.

Cicourel, Aaron V. Dicourse and text: Cognitive and linguistic processes in studies of social structure. Versus: Quaderni di Studi Semiotici, Sep/Dec. 1975, 33-89.
Investigation into information processing and memory structures in the production of oral discourse and written texts. Examination of bottom-up and top-down models of summarization and interpretive practices in interaction. Proposal for a suprasentential (story) grammar for the representation and summarization of social experiences in discourse. Data: medical interviews (in Spanish and English).

Cicourel, Aaron V. Language and society: Cognitive, cultural, and linguistic aspects of language use. Paper delivered at the World Congress of Linguistics, Vienna, Sum. 1977.
Examination of the role of autonomous syntax, turn-taking and story grammars for information processing in actual social settings. Data: parent-child interaction in the home, doctor-patient interaction during taking of medical histories.

Garfinkel, Harold. Studies in ethnomethodology. Englewood Cliffs, New Jersey: Prentice-Hall, 1967.
The function of an utterance is normally clear and definite within its particular context. How participants to conversation rely on context in order to understand the meaning and function of

Ethnomethodology - cont.

utterances is a major focus of ethnomethodology. Garfinkel is interested in how language, and procedures made possible by language, are used to provide a sense of social order in everyday life and in the accounts of social life constructed by professionals in sociology and other disciplines. He engages in a theoretical debate with current conceptions of language meaning and function in linguistics and philosophy.

Garfinkel, Harold and Harvey Sacks. On formal structure of practical actions. In J.C. McKinney and E. Tiryakian (Eds.), Theoretical Sociology. New York, Appleton-Century-Crofts, 1969.
They discuss the conversational practice of 'formulating', i.e., 'saying in so many words what we are doing'. When participants formulate what they are doing in a conversation they are attempting to be explicit, to remedy the ambiguities of talk. Garfinkel and Sacks argue that formulations are themselves produced and understood by glossing practices, i.e., they index the context and are understood in terms of their context.

Kjolseth, Rolf. Making sense - Natural language and shared knowledge in understanding. In J. Fishman (Ed.), Advances in the Sociology of Language. 2, The Hague: Mouton, 1972.
Examines the role of tacit cultural assumptions in the process of understanding in conversation. Distinguishes four different levels of knowledge: background, foreground, emergent grounds, transcedent grounds.

Turner, Roy, (ed.). Ethnomethodology. Harmondsworth: Penguin Education, 1974.
Selected readings in ethnomethodology. Section on "methodical bases of interaction".

Turner, R. H. Role taking: Process versus conformity. In A.M. Rose (ed.), Human Behavior and Social Process. London: Routledge and Kegan Paul, 1962.
A major concern within the symbolic interactionist perspective has been to define the concept 'role', a concept mediating between the social structure and the individual actor. For Turner, role is to be seen as a situational identity negotiated through interaction with others. The focus of interaction is thus linked to a theoretical debate on how social order is sustained. Interaction is studied as a process of creating and defining one's role in the presence of others, and in turn having one's role defined by those others.

H. Communication Theory

Davis, Gene; and others. Nonverbal behavior of first grade teachers in different socioeconomic level elementary schools. Journal of the Student Personnel Association for Teacher Education, 1973, 12(2),76-80.
Studies differences in quality of teachers' nonverbal behavior according to socioeconomic level of pupils' background.

Berliner, D.C. and Gage, N.L. The psychology of teaching methods. In N.L. Gage (Ed.), The Psychology of Teaching Methods. Chicago: National Society for the Study of Schools, 1976.
Assumption of a "deep structure" of educational communication to explain equal learning under varying conditions. Conclusion that differing teaching methods should not have different outcomes provided the content is the same.

Bramwell, R.D. Teaching and some aspects of meaning. Journal of Educational Thought, Apr 1972, 6(1), 26-36.
Describes difficulties between teacher and classroom to understand one another verbally, oftentimes due to different cultural backgrounds, and offers some philosophical solutions.

Caputo, John and Cottrell, Eric. Infralanguage: A nonverbal agent of socialization. Paper presented at the Annual Meeting of the Seminar on Language, Oct. 1975.
"Infralanguage" is a nonverbal channel of communication, consisting of two divisions: non-stated topics of discourse and sequence of topics within a conversation.

Duke, Charles R. Nonverbal behavior and the communication process. Paper presented at the Annual Meeting of the Association of Teachers of English, Philadelphia, Nov. 1973.
Shows that acceptance and understanding on the part of both teacher and students involve elaborate nonverbal skills.

Feldman, C.F. and Wertsch, J.V. Context dependent properties of teachers' speech. Youth and Society, Mar 1976, 7(3), 227-258.
Studies speech of elementary school teachers in two contexts (adult-adult communication and the classroom) for the use of stance-indicating devices, i.e., ways of conveying one's attitudes towards a proposition.

Feldman, Robert S. Nonverbal disclosure of teacher deception and interpersonal affect. Journal of Educational Psychology, Dec. 1976, 68(6), 807-816.
Nonverbal behavior tended to reflect whether a teacher was dissembling or truthful.

Galloway, Charles M. An analysis of theories and research in nonverbal communication. National Center for Educational Communication, Dept. of Health, Education, Welfare, Washington, D.C., 1972.
Presents several assumptions on the nature of nonverbal behavior. Develops an observational system describing the consequences of nonverbal categories.

Communication Theory - cont.

Goffman, Erving. Frame Analysis. An Essay on the Organization of Experience. New York: Harper & Row, 1974.
Analysis of "framing" as a basic cognitive device for the understanding of social events. Holistic approach to interaction. Keying as a device for communicating frames. Out-of-frame activities. Breaking frames. Frame analysis of talk.

Grove, Cornelius L. Non-verbal behavior, cross-cultural contact, and the urban classroom teacher. Equal Opportunity Review, Feb. 1976, 6.
Views nonverbal behavior as medium through which relationships are maintained, regulated, and guided within culturally prescribed patterns. Suggests that cross-cultural interferences in communication are laregely the result of mistaken assignment of meaning.

Grove, Corenelius L. Communications across cultures. A report on Cross-Cultural Research, National Education Association, Washington, D.C., 1976.
Studies effect of cultural differences in the classroom. Suggests an anthropological view of communication.

Hill, John C. Classroom communication: Verbal behaviors. ED 041839.
Distinguishes between "substance" of communicative events and "shifts" from one type of activity to another. Dimensions of "substance" are institutional events, task events, and personal events.

Hull, Bay. Teacher Verbal Behavior and Cognitive Interaction. Clearing House, 1976, 49(7), 307-311.
This study attempts to relate some characteristics of the social-emotional interaction to some characteristics of the cognitive interaction in the classroom.

Jacobs, Isabel. The class as a group. Adult Education, Nov. 1972, 45(4), 238-240.
Discusses organization of communication in the class in order to facilitate student interaction and the part played by classroom seating arrangements.

Johnson, David L. Teacher-pupil interaction in bilingual elementary school classrooms. Paper presented at the Southwestern Social Science Association Meeting, Dallas, March 1974.
Provides a conceptual model for teacher-student classroom interaction. Includes four verbal act modes: appraisal, prescriptive, informational, and questioning. Tests verbal interaction relationship in bilingual elementary classrooms.

Kachur, Donald et al. Improving the teacher's awareness of nonverbal communication in the classroom. Paper presented at the Annual Meeting, Association of Teacher Educators, Atlanta, Georgia, Feb. 1977.

Communication Theory - cont.

Studies how nonverbal communication fits into the classroom setting. Focusses on effect of nonverbal communication on 'atmosphere' of the classroom. Suggests that nonverbal behavior can signal arising disciplinary problems.

Keith, L. Thomas et al. An analysis of verbal and nonverbal classroom teaching behaviors. Journal of Experimental Education. 1974, 42(4),30-38.
Presents descriptive data on the relationship among verbal and nonverbal classroom behaviors by teaching personnel and learners.

Knapp, Mark L. The role of nonverbal communication in the classroom, Theory into practice, 1971, 10 (4), 243-249.
Exposes the scope of nonverbal communication and outlines some methods of nonverbal skill development.

Koch, Robert. The teacher and nonverbal communication. Theory into Practice, 10 (4) 231-242, Oct. 1971.
Studies different methods of nonverbal communication. Provides detailed example of the effect of nonverbal communication on classroom learning and student motivation.

Laver, John and Hutcheson, Sandy (Eds.). Communication in Face to Face Interaction. Harmondsworth: Penguin Education, 1972.
Collection of articles on verbal and nonverbal aspects of direct interaction. Classics (Sapir, LaBarre) and recent work in conversational analysis, kinesics, paralinguistics, sociolinguistics.

Levin, J.A. and Moore, J.A. Dialogue-games: Meta-communication structures for natural language interaction. Cognitive Science, 1977, 1(4).
Analysis and modelling of established interactional patterns which span several turns in a dialogue and recur frequently. Patterns are organized around the goals which the dialogue serves for each participant.

Lewis, Michael and Cherry, Louise. Social behavior and language acquisition. In M. Lewis and L. Rosemblum (Eds.), Interaction, Conversation, and the Development of Language: The Origins of Behavior, V, New York: Wiley, 1977.
Discusses three models of language knowledge: reductionist, interactionalist, unified. Emphasizes holistic nature of human behavior. Social context of language acquisition; language study and social cognition; social behavior as grammar.

Loflin, Marvin D. and others. Reconstruction in the analysis of verbal interaction. American Educational Research Journal, 1972, 9(1), 101-112.
Justifies technique, called reconstruction, that provides for the inclusion of implicit information in content analysis.

Communication Theory - cont.

Pittenger, R.E., Hockett, C.F., and Danehy, J.J. The first five minutes, A Sample of Microscopic Interview Analysis, Ithaca: Paul Martineau, 1960.
Classic analysis of first five minutes of psychiatric exploration interview. Transcriptions of verbal communication and paralinguistic elemnts of verbal communication. In depth analysis. Symbolic interactionist perspective.

Watzlawick, P., Beavin, J.H., and Jackson, D.D. Pragmatics of human communication. New York: Norton, 1967.
The authors attempt on the basis of their experience of the distorted communication sequences in the families of schizophrenic patients, to develop a model of the pragmatics of human communication to which pathological communication can be related. A text from a play about family life is analyzed in order to illustrate how family members are part of an interactional system in which their relationships are defined. The rules and tactics of the interactional game played by the participants are described in terms of formal features of sequencing - initiation, punctuation, and closure of episodes - in their interaction.

Wrather, Nancy. Describing communicative functions in a first grade classroom. University of Texas at Austin, ED 132637, 1976.
Proposes category system for the observation of communicative functions of children's speech. Tests that system by recording observations of interactions within a first grade classroom. Focusses on functions of verbal behavior, using three levels of functional analysis.

Zahorik, J.A. Classroom feedback behavior of teachers. Journal of Educational Research, 1968, 62, 147-150.
Study of teacher reactions. Coding system consists of 14 categories plus subcategories, ranging from praise-confirmation (simple p.c., elaborate p.c., elaborate confirmation) to solicitation repetition (with and without clues). Uses audiotape. Single-facet category system. Data from 15 teachers and their pupils; grades three and four.

I. Speech Act Theory

Austin, J.L. How to do things with words. Oxford: Oxford University Press, 1962.
Original text of Speech Act Theory. (Collection of William James Lectures at Harvard University). Distinction performative - constative. Felicity conditions for illocutionary acts. Classification of illocutionary acts.

Fraser, Bruce. No conversation without misrepresentation: A bicentennial message. (Working paper) Boston University, July 1976.
Examination of logic, status, and conversational features of the speech act "misrepresentation;" discussion of issues of intentionality in interaction.

Gloy, Klaus. Verstaendigung in interaktionen - zur handlungstheoretischen explikation des bedeutungsbegriffs. In G. Presch and K. Gloy (Eds.), Sprachnormen II, Stuttgart-Bad Cannstatt (West Germany): problemmata, Fromman-Holzboog, 1976.
Examination of the role of meaning and understanding in the social organization and structuring of interaction. Outline of an interactional conception of meaning and language.

Goody, Esther. Towards a theory of questions. Revised draft of paper gives as the Malinowski Lecture at the London School of Economics, Mar. 1975.
Analysis of speech act questioning. Combines speech act theory with ethnographic and sociolinguistic methods. Reports field-work on informal education and teacher's questioning in Gonja. Structure of questions; developmental aspects; types of questions.

Habermas, Jurgen. Some distinctions in universal pragmatics. Theory and Society. 1976, 3, 155-167.
Outline of a conceptual framework of universal pragmatics to study the invariant structures of speech, speech acts, and speech situations. Implications for a theory of communicative competence and the study of cognitive development.

Luhmann, Niklas, Einfache Sozialsysteme. Zeitschrift fuer Soziologie. 1972, 1, 51-65. (West Germany).
Analysis o applicability of systems theory on situationally bound face-to-face interaction. Simultaneity of selective processes of perception and topically organized verbal communication, use of the "history" of the interaction as a structuring parameter.

Martens, Karin. Sprachliche Kommunikation in der Familie. Kronberg/Ts., (West Germany): Scriptor, 1974.
Applies speech act analysis to study of verbal communication in German family with two four and six year old children. Patterns of communication and language use as strategies for coping with external social reality.

Murray, Patric Henry. Speech acts. Working paper, Department of Linguistics, University of California, San Diego, 1977.

Speech Act Theory - cont.

Investigation into the usability of speech act theory as a tool for sociolinguistic research. Outline of a study of communicative competence as members' ability to perform speech acts in social situations.

Searle, John R. A classification of illocutionary acts. Language in Society. 1976, 5 (1), 1-23.
Critique of Austin's classification system for illocutionary acts. Outline of criteria for classification of illocutionary acts: purpose of act, direction of fit between act and the world, differences in expressed psychological states, etc. Taxonomy: representatives, directives, commissives, expressives, declarations. Syntactical aspects of classification.

Searle, John R. Speech acts, An Essay in the Philosophy of Language, Cambridge: Cambridge University Press, 1969.
Fundamental text in Speech Act Theory. Discussion of predication, reference propositions, rules, and meaning. Analysis of structure of illocutionary acts. Exemplary analyses of promise, request, assertion, question, thanking, advice, and warning. Philosophical applications.

Searle, John. What is a Speech Act?. In Max Black (Ed.), Philosophy in America, Allen and Unwin and Cornell University Press, 1965.
First outline of Speech Act Theory. Concept of illocutionary acts. Discussion of rules with emphasis on distinction between regulative and constitutive rules; distinction of propositional content and illocutionary force of utterance; discussion of meaning. Exemplary analysis "how to promise."

Streeck, Jurgen. Towards a speech act analysis of power in interaction-preparatory theoretical notes on a comparison of language use in formal and informal educational contexts. (Working paper), Department of Sociology, University of California, San Diego, 1977.
Examination and revision of speech act theory as a theoretical framework for the study of the impact of institutionalized power on interaction. Focus on comparison of adult teachers and children in "instruction chains" (peer-teaching episodes). Teacher-student interaction as "extorted communication."

Switalla, Bernd. Aspekte theoretischen verstehens kommunikativer handlugen. Linguistik und Didaktik. 1973, 4(16), 265-280.
Investigates process of understanding verbal actions. Suggests that the understanding of speech acts is a reconstruction of intended consequences. Examines possible applications of Speech Act Analysis on the teaching of language (conceived as an acquisition of communicative competence).

Wunderlich, Dieter. Sprechakttehorie und diskursanalyse. In K.-O.Apel (Ed.), Sprachpragmatik und Philosophie. Frankfurt/M. (West Germany): Suhrkamp 1976.

Speech Act Theory - cont.

Inquiry into applicability of speech act theory on empirical discourse data. Discussion of "practical inferences" as interpretative procedures for understanding linguistic action.

Wunderlich, Dieter. Studien zur sprechakttheorie. Frankfurt/M. (West Germany): Suhrkamp, 1976.
Studies in Speech Act Theory, Aspects of an integration of linguistics and the theory of action. Semantic and pragmatic meaning. Questions and interrogative sentences. Conditional speech acts, assertions, Practical inferences as interpretive procedures for understanding speech acts. Notes on discourse analysis with special emphasis on interaction between teachers and students.

Wunderlich, Dieter. Ueber die konsequenzen von sprechhandlungen. In K.-O.Apel(Ed.), Sprachpragmatik and Philosophie. Frankfurt/M. (West Germany): Suhrkamp 1976.
Analysis of consequences of speech acts. Concept of interaction conditions. Classification of speech acts according to the interaction conditions they establish.

J. Sociolinguistics

Abrahams, Roger D. Afro-American language and culture in the classroom. Unpublished Manuscript, ED 049203,1971.
Informs about the culture and social structure of the lower class Black American community, Black English, and its role as an indicator of membership in subcultural groups. Examines frustrations of Black children in classroom with respect to cultural alienation. Includes bibliography.

Bauman, Richard and Sherzer, Joel (Eds.) Explorations in the Ethnography of Speaking. Cambridge: Cambridge University Press, 1974.
Collection of articles on the ethnography of speaking. Studies of speech communities. Community ground rules for linguistic performance (role of verbal communication in several cultures). Analyses of speech acts, speech events, and speech situations. Artistic performances. Most essays investigate speech patterns in nonliteral cultures.

Bernstein, B. A sociolinguistic approach to socilization. In Gumperz and Hymes(Eds.) , Directions in Sociolinguistics. New York: Holt, Rinehart, and Winston, 1972.
Grammatical differences per se between teacher and student are less significant than the variation in functions available to individuals in these roles, and that grammatical differences occurring are likely to be a function of the distribution of move-options. Bernstein suggests that this also appears to be the case in the relation of social class to language use. He looks at types of role relationship within families, particularly types of parental control of the child, and sees grammatical differences in the ways of realizing such functions as control, as the point of articulation between language and social class.

Cook-Gumperz, Jenny. Situated instructions: Language socialization of school age children. In S. Ervin-Tripp and C. Mitechell-Kernin (Eds.), Child Discourse. New York: Academic Press, 1977.
Study of language learning as social experience. Role of ambiguity and multi-modality in communication. Indicative and imperative forces of verbal behavior. Study of accomplishment of meaning in actual settings. Distinction of referential, conveyed, performative, and situated meaning. Experiment using instruction-giving as a means of studying communicative strategies of children.

Cook-Gumperz, Jenny. The child as practical reasoner. In M. Sanches and Ben G. Blount, Sociocultural Dimensions of Language Use. New York: Academic Press, 1975.
Notes on the acquisition of tacit assumptions for communication in children. Distinction between foregrounded (reconstructed) and backgrounded features (basic rules). Notion of "simple heuristics" that guide children's acquisition of grammar. Language acquisition as first experience of normative social order. Acquisition of reciprocity principles. Situational components of understanding.

Sociolinguistics - cont.

Cook-Gumperz, J. and Corsaro, W.A. Socio-ecological constraints on children's communicative strategies. (Working paper) Language Behavior Research Laboratory, University of California, Berkeley, 1975.
Examination of the role of linguistic utterances in children's production of social order in interaction. What role does language play in the definition, development, demonstration, and reflection of the progress of social interaction; impact of context on speech; situated meaning and negotiated understanding.

Cook-Gumperz, J. and Gumperz, J.J. Context in children's speech. In J. Cook-Gumperz and J.J. Gumperz, Papers on Language and Context. (Working paper #46) Language Behavior Research Laboratory, University of California, Berkeley, 1976.
Study of the shaping of children's speech by the situational context (selection according to contextual variables) and of children's use of context in understanding speech. Notion of contextualization clues. Microanalysis of conversational events in a nursery school.

Corsaro, William, Young children's conception of status and role. Unpublished paper, 1978.
Sociolinguistic analyses of children's role play in natural settings, aimed at theory development in area of childhood socialization. Method: Two long-term intensive studies of social interaction: (1) centered around adult-child interaction; (2) peer interaction in homes and a nursery school. Data consist of samples of videotaped spontaneous role play in 3 settings. Analysis of transcripts initial basic units was the "interactive turn" - involving the identification of contextualization cues (refers to linguistic, paralinguistic, and extralinguistic).

Erickson, Frederick. The politics of speaking: An approach to evaluating bilingual-bicultural schools. Division G, Generator, American Educational Research Association, 1974, 4(3), 9-13.
Pleas for sociolinguistic program for evaluation of bicultural schools. Examines social and political context of origin of bisultural schools: acknowledgement of cultural differences. Language maintenance as rationale. Theory, methods and procedures for studying politics of speaking.

Erickson, Frederick and Shultz, Jeffrey. When is a context? Some issues in the analysis of social competence. The Quarterly Newsletter of the Institute for Comparative Human Development, 1977, 1 (2).
Analysis of members' competence to recognize contexts for interaction. Notion of contexts as interactionally constituted environments. Verbal and nonverbal parameters of contexts. Outline of stages of context analysis of videotapes.

Ervin-Tripp, Sue. On sociolinguistic rules: co-occurence and alternation. In J. J. Gumperz and D. Hymes (Eds.), Directions in Sociolinguistics. New York: Holt, Rinehart and Winston, 1972.

Sociolinguistics - cont.

Model of alternation rules of language use: American rules of address. Flow-chart model of rules. Decision-making model of linguistic choice. Co-occurance rules: co-selection of features according to style; horizontal and vertical co-occurence. Shifting in discourse.

Ervin-Tripp, Sue and Mitchell-Kernan, Claudia (Eds.). Child discourse. New York: Academic Press, 1977.
Collection of recent articles on social-interactional and functional aspects of children's speech. Sociolinguistic, ethnographic, and speech act theory perspectives. Emphasis on social reality of children's interaction(rather than "children as incomplete adults" approach). Most empirical studies. Qualitative orientation.

Florio, Susan E. An examiniation of code switching in the classroom using linguistic and proxemic analysis. Unpublished seminar paper, Harvard University, 1974.
Examines verbal and nonverbal (proxemic) code-shifting in a classroom with two different, subsequent types of social situations (lessons and activity periods.

Florio, Susan. Issues in the analysis of the structure of classroom interaction. Qualifying paper, Harvard University, May 1976.
Gives arguments for a unified theory of classroom interaction with an informed vision of the systematic relationship between action and sense-making. Face-to-face interaction as system which relates speech with nonverbal and paralinguistic behaviors, speech forms with speech functions in social contexts, and participants with each other in the working out of referential and social meanings and social identity.

Giglioli, Pier Paolo (Ed.). Language and Social Context. Harmondsworth: Penguin, 1972.
Collection of classic essays in sociolinguistics and the ethnography of communication (Hymes, Fishman, Goffman, Frake, Schegloff, Searle, Bernstein, Labov, Gumperz and others). Sections on approaches to sociolinguistics, language use in social situations, language and cultural aspects of sociolization, language and social structure and change.

Goffman, Erving. The neglected situation, Part 2. The Ethnography of Communication: American Anthropologist, 1964, 666.

Within the symbolic interactionist perspective. Examines the features of social interaction: openings and closings, establishing attention and understanding, cues for speakers to contribute or to cease speaking, etc. Method: A personal style of observation and comment, not usuable by others as a model.

Goody, Esther N. Towards a theory of Questions. Revised draft of paper gives as the Malinowski Lecture at the London School of Economics, Mar. 1975.

Sociolinguistics - cont.

Analysis of speech act questioning. Combines speech act theory with ethnographic and sociolinguistic methods. Reports field-work on informal education and teacher's questioning in Gonja. Structure of questions; developmental aspects; types of questions.

Grimshaw, Allen D. Data and data use in an analysis of communicative events. In R. Bauman and J. Sherzer (Eds.), Explorations in the Ethnography of Speaking. Cambridge: Cambridge University Press, 1974. Remarks on data sources, modes of organizing data, descriptive adequacy, reasons for formalization and strategies for theory formation.

Grobsmith, Elizabeth S. Nonverbal modes of learning: Dakota sign language and gesture communication. Paper presented at the Annual Meeting of the American Anthropological Association, New Orleans, Nov. 1973.
Uses sociolinguistic data regarding code selection and nonverbal modes of learning. Studies gesture communication system of the (Oglala and Brule) Sioux. Sign language as a mode of communication in Indian classrooms. Contextual uses of sign language.

Gumperz, John J. Language, communication, and public negotiation. In Peggy R. Sanday (Ed.), Anthropology and the Public Interest. New York: Academic Press, 1976.
Study of communication problems in decision making processes with high public participation. Focus on verbal and nonverbal code-differences and social background expectancies. Concept of "contextualization clues" as a key factor in symbolic structuring of interaction. Data base: conversations in different institutional settings. Method: linguistic analysis and interview to elicit interpretive strategies.

Gumperz, John J. Language, social knowledge and interpersonal relations. (Working paper) University of California, Berkeley, 1977.
Examination of the usability of micro-sociolinguistic and survey methods for the study of the relationship of social and linguistic processes, in particular social-structural and contextual constraints on linguistic variation. Development of elicitation strategies for interpretive processes in interaction.

Gumperz, John J. Sociocultural knowledge in conversational inference. To be published in: 28th Round Table Monograph Series on Language and Linguistics, Georgetown University, Washington, D.C., 1977.
Study of the process of interpretation in verbal communication as "conversational inference." Impact of particpants' assumptions on role and status relationships on conversational inference. Discussion of methods (ethnography of speaking, linguistic pragmatics, ethnomethodology). "Joint production of meaning" in interaction. Discussion of role of nonverbal behavior.

Gumperz, John J. Verbal strategies in multilingual communication. Institute of International Studies, University of California, Berkeley, 1970.
Studies code-switching among bilinguals. Focusses on 'foregrounding' as one of several communicative ends of code-switching.

Sociolinguistics - cont.

Gumperz, John J. and Hymes, Dell, (Eds.). Directions in sociolinguistics - The ethnography of communication. New York: Holt, Rinehart and Winston, 1972.
Reader in ethnographic description, explanation, and systematization of speech patterns in Western and illiterate cultures. Studies of structures in linguistic performance. Social meaning. Linguistic change. Speech communities. Basic introductory articles. Appendices on background reading and ethnographic field studies of language use.

Gumperz, John J. and Hymes, Dell, (Eds.). Directions in sociolinguistics. New York: Holt, Rinehart and Winston, 1972.
Collection of articles toward defining the field of the ethnography of communication. Historical survey of the development of the field, comprehensive references, and critical bibliography. Topics: the uses of language in non-western cultures over a whole encounter; features of American speech and non-verbal communicative behavior; theoretical and methodological discussions.

Hymes, Dell. Foundations in sociolinguistics (an ethnographic approach). Philadelphia: University of Pennsylvania Press, 1974.
Three themes: (1) there is a mode of organization of language that is a part of the organization of communicative conduct in community, whose understanding requires a corresponding, new mode of description of language; (2) that recognition of this mode of organization leads one to recognize that the study of language is a multi-disciplinary field; (3) study of this mode of organization leads one to reconsider the bases of linguistics itself. Book deals more with ideas than data.

Hymes, Dell. Models of the interaction of language and social life. In J. J. Gumperz and D. Hymes (Eds.), Directions in Sociolinguistics. New York: Holt, Rinehart and Winston, 1972.
Introductory article on taxonomic approach in ethnography of communication. Suggestions for categories of contrast sets. Social units of analysis: speech communities, speech situations, speech events, speech acts, styles, etc. Model of rules of speaking.

Hymes, Dell. Models of the interaction of language and social setting. Journal of Social Issues, 1967, 23 (2), 8-28.
Hymes' program for an 'ethnography of speaking' suggests comprehensive studies of native systems and theories of speaking, aiming to describe the communicative competence that enables a member of a community to know when to speak and when to remain silent, which code to use, when, where, and to whom. Theory of language addresses: speech community, speech situations, speech act, speech event, the fluent and native speaker, components of speech events, functions of speech, rules of speaking, and types of speech event or act.

Joos, M. The five clocks. New York: Harbinger Books, 1962.
Joos suggests five main speech styles, ranging from 'frozen' to 'intimate.' These grammatical styles he relates to the type of

Sociolinguistics - cont.

social relationship between speakers, to their relative status and degree of acquaintance. He suggests an explanation for variation in grammatical elaboration in terms of the presence or absence of opportunities for a listener to provide feedback, and its consequences for the speaker's verbal planning.

Labov, William. Rules for ritual insults. In D. Sudnow (Ed.), Studies in social interaction. New York: The Free Press, 1972.
Labov identifies a speech activity termed 'sounding,' constituted by a series of insults, which are responded to not as personal insults requiring a denial or rebuke, but as a demonstration of artistry, requiring a matching display of skill. In differentiating ritual and personal insults which generate different response sequences, Labov shows how both grammatical form and social assumptions are relied on. Ethnomethodological emphasis on formulating rules for generating appropriate speech sequences.

Labov, William. Some principles of linguistic methodology. Language in Society, 1972, I, 97-120.
The methodological assumptions and practices of various branches of linguistics are considered from the standpoint of the types of data gathered: texts, elicitations, intuitions, and observations. Observations of the vernacular provide the most systematic basis for linguistic theory, but have been the most difficult kinds of data for linguists to obtain; techniques for solving the problems encountered are outlines.

Labov, William. The study of language in its social context. Studium Generale, 1970, 23, 66-84.
Introductory text to the correlational approach to sociolinguistics. Notion and isolation of sociolinguistic variables. Relations of sociolinguistic norms to speech behavior. Social stratification and linguistic style. Discourse rules.

Mehan, Hugh. Students' formulating practices and instructional strategies. The Annals of the New York Academy of Sciences, 1977, 285, 451-475.
A comparison of the instructions that teachers give to students who in turn are asked to provide the same instructions to their naturally occurring work group in an integrated, cross-age elementary school classroom. Three styles of instruction are uncovered: verbal, demonstrated, and modeled; teachers were bound to employ verbal strategies more often, and students were found to demonstrate and model instructions.

Richards, Meredith Martin. Come and go reconsidered: Children's use of deictic verbs in contrived situations. Journal of Verbal Learning and Verbal Behavior, 1976, 15, 655-665.
Discusses two aspects of developmental psycholinguistic studies: (1) the danger of attributing results to developments within linguistic competence when such a conclusion is not warranted; (2) the crucial role that the nonlinguistic context of a given talk plays in the child's interpretation of and performance on that task. Richards is interested in the child's understanding of the contrast between

Sociolinguistics - cont.

the deictic verbs come and go and bring and take. This study explicates how important the task environment can be as a factor contributing to performance in experimental situations.

Sanches, Mary and Blount, Ben G. (Eds.). Sociocultural dimensions of Language Use. New York: Academic Press, 1975.
Collection of recent articles in sociolinguistics, ethnography of communication, cognitive anthropology, and conversational analysis. Focus: construction of social reality, metacommunicative acts and events. Reports of empirical studies in the U.S. and illiterate cultures. Cognitive and ritual aspects of verbal behavior. The role of cultural context.

Savignon, Sandra J. Communicative competence: Theory and classroom practice. Paper presented at the Central States Conference on the Teaching of Foreign Languages, Detroit, Mich., April 1976.
Envisions communicative competence as a prerequisite to linguistic competence. Defines communicative competence as what native speakers know which enables them to interact effectively with others.

Slovin, Dan I. (Ed). A field manual for cross-cultural study of the acquisition of communicative competence. University of California, Berkeley, 1967.
Introduction to topics of investigation into the acquisition of sociolinguistic skills (communicative competence); guidelines for observations in the field. Overview of research methods, field techniques, recording techniques, selection of informants. Theoretical considerations of aspects of language structure and use. Appendices on study of multilingualism, transcription techniques, phonetic alphabet, etc.

Streeck, Jurgen. Sprechaktteorie, soziologische sprachtheorie und sprauchunterricht - einige anmerkungen und vorschlaege.
In Linguistik und Didatik 1975, 24, 260-269.
Critique of Speech Act Theory for its lack of consideration of interpretive aspects of interaction. Suggestions for an integrative analysis of language use and social contexts oflanguage use. Role of members' sociocultural knowledge. Applications in the analysis and treatment of miscommunication in classrooms.

Stubbs, Michael. Language, schools, and classrooms. London: Methuen & Co., 1976.
Examines use of language in education. Gives overview of problems and methods of investigation. Recommends topics for further investigation, including acquisition of classroom rules of discourse, verbal environments of lessons.

K. Kinesics/Proxemics

Anderson, Roger O. Research on structure in teaching. Journal of Research in Science Teaching, 1974, 11(3), 219-230.
Discusses research on kinetic structure, a microstructure concept (concerned with sequential organization of individual verbal statement or individual behavior acts).

Argyle, M. and Dean, J. Eye contact, distance and affiliation. Sociometry, 1965, 28, 289-304.
Function of eye contact to gather feedback on other person's reactions. Assumption that people in interaction seek equilibrium of approach and avoidance forces, eye contact, and other aspects of intimacy. Reports of experiments which suggest that people move toward equilibrium distance and adopt particular level of eye contact. Findings: eye contact was less the closer people were placed together.

Argyle, Michael and Kendon, Adam. The experimental analysis of social performance. In L. Berkovitz (Ed.), Advances in Experimental Social Psychology. San Francisco: Academic Press, 1967.
Analysis of focussed interaction with special emphasis on talk. Theoretical model for sensorimotor skills for interaction. Participants' interrelating performances. Distance, orientation, posture, physical contact. Static and dynamic features of interaction. Patterning of action in time. Body movement, facial expression, gaze. Self-presentation and social competence.

Beatty, Pamela J. and Beatty, Michael J. An investigation of the believability of verbal messages accompanied by incongruent paralinguistic cues. Reading Improvement, 1976, 13(2), 105-107.
Examines the effect of inconsistent messages on the teacher - student relationship.

Birdwhistell, Ray L. Kinesics. In International Encyclopedia of the Social Sciences, 1968, 8, 379-385.
The science of body behavioral communication. There is more that goes on in any conversation than is present in the immediate interaction. Suggestions for future research in communication analysis: accumulating data from kinesic and linguistic anthropology.

Birdwhistell, Ray L. Kinesics and context. Essays on Body Motion Communication. Philadelphia: University of Pennsylvania Press, 1970.
Essays on the acquisition of ordinary nonverbal behavior. Methodological studies for study of body motion communication, isolation of aspects of communicative events. Kinesic stress. Examination of data collection methods. Appendix on transcription system (kinegraphs).

Birdwhistell, Ray L. Paralanguage twenty-five years after sapir. In H.G. Brosin (Ed.), Lectures in Experimental Psychiatry, Pittsburgh: Pittsburgh University Press, 1961.
Historical overview of studies on nonverbal communication since Darwin. Classification of "channels" of paralinguistic communication.

Kinesics/Proxemics - cont.

Connolly, Patrick R. An investigation of the perception of personal space and its meaning among black and white americans. Ph.D. Dissertation, University of Iowa, 1973.
Investigates interpersonal space among Black and White Midwesterners as perceived through photographs. Blacks use spatial manipulation more than Whites during a conversation to punctuate various changes in content and context.

Dennis, Virginia C. Patterned teaching behavior: A study of dyadic infracommunication. Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, Feb. 1973.
Proxemic study of teacher-student dyadic communication. Uses Dennis Infracommunication Analysis Device.

Deutsch, Robert D. Spatial structurings in everyday face-to-face behavior: A neurocybernetic mode. Orangeburg, New York: The Association for the Study of Man-Environment Relations, 1977.
Monograph of face-to-face behavior with cybernetic perspective (as developed by W.R. Ashby). Data base: 3 films (16 mm) recorded in New York City of naturally occurring events: (1) Central Park, 3-person conversation; (2) and (3) outdoor birthday party with 45 people. Analysis of frame-by-frame transcription and description of how face-to-face interactants interrelate their behavior in space and time, thereby maintaining "face-formation" (Adam Kendon).

Erickson, Frederick. One function of proxemic shifts in face-to-face interaction. In A. Kendon, R.M. Harris, and M.R. Key (Eds.), Organization of Behavior in Face-to-Face Interaction. The Hague: Mouton, 1975.
Analysis of cultural codes for the use of proxemic shifts as markers in face-to-face interaction. Data base: 26 films of junior college job counseling interviews.

Erickson, Frederick. Talking down and giving reasons: Hyper-explanation and listening behavior in inter-racial interviews. Paper delivered at the International Conference on Non-Verbal Behavior, Ontario Institute for Studies in Education, Toronto, Canada, May 1976.
Examination of timing and other features of nonverbal listening behavior and their effect on the structuring of the speech act "explaining." Focus on miscommunication in inter-racial counseling interviews.

Florio, Susan E. An examination of code switching in the classroom using linguistic and proxemic analysis. Unpublished seminar paper, Harvard University, 1974.
Examines verbal and nonverbal (proxemic) code-shifting in a classroom with two different, subsequent types of social situations (lessons and activity periods).

Florio, Susan E. Issues in the analysis of the structure of classroom interaction. Qualifying paper, Harvard University, May 1976.
Gives arguments for a unified theory of classroom interaction with an informed vision of the systematic relationship between

Kinesics/ Proxemics - cont.

action and sense-making. Face-to-face interaction as a system which relates speech with nonverbal and paralinguistic behaviors, speech forms with speech functions in social ocntexts, and participants with each other in the working out of referential and social meanings and social identity.

Hall, Edward T. A system for the Notation of proxemic behavior. American Anthropologist, 1963, 65, 1003-1026.
Concept of proxemics: study of man's use of "microspace," i.e. distance between people in daily interactions, organization of space in houses, layout of towns. Methodological considerations on culture relativity. Notational codes: (1) postural sex-indentifier; (2) orientation of bodies; (3) kinestetic factors; (4) touch code; (5) retinal combinations (visual code); (6) thermal code; (7) olfaction code; (8) voice loudness scale.

Hall, Edward T. Silent assumptions in social communication. In D. McK. Rioch and E.A. Weinstein (Eds.), Disorders of Communication. Research Publications, Association for Research in Nervous and Mental Diseases, 42, 1964.
Notes on cultural variations in the use of microspace in interaction. Research strategies: observation, participant observation, structured and unstructured interviews. Classification system for "distance sets" with two categories (social-consultative and casual-personal distance) with a distant and a close phase.

Hore, Terry. Visual behavior in teacher-pupil dyads. American Educational Research Journal, 1976, 13(4), 267-275.
Studies visual behavior of teacner-pupil pairs during a cooperative learning task. Cultural variations or sex differences in gaze. Question whether differences in gaze are attributable to linguistic competence.

Holdge, R. Lewis. Interpersonal classroom communication through eye contact. Theory into Practice, 1971, 10(4),264-267.
Studies eye contact as a means of communicating awareness, personalize attention, individualize group instruction, aid in classroom management, provide individual motivation, and to prevent disciplinary problems.

Kendon, Adam. Some functions of gaze-direction in social interaction. Acta Psychologica.1967, 26, 27-63. North-Holland Publishing Co., Amsterdam.
Data have been drawn from sound and film records of parts of seven 2-person conversations. Films were transcribed frame by frame. Analyses are reported of the social performance of individuals in dyadic sociable interaction, which suggest that where a person is looking during interaction may function as a signal regulating the exchange and maintenance of speaker role. Some observations are also reported on change in gaze direction associating with attention signals, 'agreement' signals, attempted interruptions and short questions. The phenomenon of the mutual gaze is also discussed.

Kinesics/Proxemics - cont.

Key, Mary Ritchie. Male/female language. Metuchen, New Jersey: Scarecrow Press, Inc., 1974.
Covers such matters as male/female social dialect differences and their beginnings in infancy and early education; styles of speech and dialogues and the words and expressions used by males and females as well as the words used to refer to male/female; labels and descriptors and their interrelationship with status distinctions. With a comprehensive bibliography.

Key, Mary Ritchie. Nonverbal communication: A research guide and bibliography. Metuchen, New Jersey: Scarecrow Press, Inc.,1977.
Based on the assumption that nonverbal communcation/behavior is correlated with language; the two modes of communication are inextricably related. Study examines various aspects of body language. Comprehensive chapter on notation systems. The bibliography is analyzed by topic.

Key, Mary Ritchie. Paralanguage and kinesics. Metuchen, New Jersey: Scarecrow Press, Inc., 1975.
This book deals primarily with two aspects of nonverbal communcation: paralanguage (vocalizations such as hissing, shushing, etc. and quality of voice - sepulchral, whiney, giggling) and kinesics (body language). With 60-page bibliography.

LaBarre, Weston. The cultural basis of emotions and gestures. Journal of Personality, 1947, 16, 49-68.
Critique of biological theories of gestural representations of emotions. Analysis of cultural mediation of emotion and expression. Reports of experiences in anthropological field research in various cultures.

McDermott, Ray P. and Gospodinoff, Kenneth. Social contexts for ethnic borders and school failure: A communicative analysis. In A. Wolfgang (Ed.), Nonverbal Behavior. Toronto: Ontario Institute for Studies in Education, 1976.
Critique of the explanation of school failure among minority children as a result of miscommunication induced by communicative code differences. Notion of miscommunication as interactional accomplishment on the parts of all participants; miscommunication as a sensible adaption. Data base: videotape of a Puerto Rican boy disrupting a bottom reading group in a first grade classroom.

Payne, Charles. Cultural differences and their implications for teachers. Integrated Education, 1977, 15(2), 42-45.
Studies differences between Black cultural norms related to maintaining eye contact during conversations and White majority norms.

Rubin, Gary N. A naturalistic study in proxemics: Seating arrangement and its effect on interaction, performance and behavior. Ph.D. Dissertation, Bowling Green State University, 1972.
Suggests that classroom proxemics, particularly seating arrangements affect performance, attitudes, and behavior patterns of students.

Kinesics/Proxemics - cont.

Study of 84 sixth grade students tests this hypothesis. Use of evaluation forms.

Scheflen, Albert E. Body language and social order - communication as behavioral control. Englewood Cliffs: Prentice-Hall, Inc.,1972.
Analysis of kinesic elements in communication as regulation of interaction and social relationships. Transactional order; behaviors that complicate order; behaviors that maintain order. Communication in institutional and political control. Still photographs as demonstrations.

Schusler, Richard A. Nonverbal communication in the elementary classroom. Theory into Practice, Oct. 1971, 10(4), 282-287.
Provides a background for nonverbal communication in the classroom, and relates teacher behavior to the perception of student attitude towards himself by the teacher.

Shultz, Jeffrey. Proxemic shifts as indicators of social solidarity in dyadic encounters. Unpublished paper, University of Cincinnati, no date.
Examines proxemic shifts within the social organization of interaction. Investigates how proxemic shifts are related to other aspects of verbal and nonverbal behavior. Study of nineteen filmed encounters among pairs of unacquainted male university students. Grouped into "same ethnic" and "different ethnic" dyads. Location of proxemic shifts.

L. Anthropology of Education

Lein, Laura. You were talkin though, oh yes, you was. Council on Anthropology and Education Quarterly. 1975, 6, 1-11.
Lein has extended the research initiated by Labov on situational determinants of speech to Black migrant children. Comparisons of the children's speech frequency and complexity in the presence of peers, adults, and teachers. Description of the use of language for evaluation by parents and teachers.

Lutz, F.W. and Ramsey, M.A. The use of anthropological field methods in education. Educational Researcher, 1974, 3, 5-9.
Review of empirically grounded anthropological approaches for educational research. Comparison of hypotheses generated from field studies with traditional hypothetical-deductive approach.

Parlett, M. and Hamilton, D. Evaluation as illumination. In G. V. Glass (Ed.), Evaluation Studies. Beverly Hills: Sage Publications, 1976.
Social anthropology approach to evaluation of educational settings. Emphasis on description and interpretation of events. Focus on "process" within the learning milieu rather than "outcomes."

Roberts, Joan I. and Akinsanya, Sherrie K. Schooling in the cultural context. 2, New York: David McKay Company, Inc., 1976.
Anthropological studies of education and overview of the critical work done in this field. Culture as an organizing concept; reliance on fieldwork methodology; use of anthropological concepts in analyses; the inclusion of formalized education systems in relation to culture, etc.

Spindler, George D. Anthropology and education: An overview. In George D. Spindler(Ed.), Education and Anthropology. Palo Alto: Stanford University Press, 1955.
Survey of mutual interests, conceptual and empirical, and mutual contributions between anthropology and education; examines what anthropologists have written about education, what of that has been used by educators and who used it.

Spindler, George D. Anthropological perspectives on research and diversity in education in the United States. A paper presented for the Voice of American Program, Educational Forum, 1978.
Surveys the features of the athropological approach to the study of education(e.g. comparative and cross-cultural). Reference to a case study of a fifth grade male teacher and how it is an anthropological study. Includes short descriptive accounts of other studies: McDermott, Erickson, Rist, Wilcox, and Wiletsky.

Spindler, George D. (Ed.). Education and anthropology. Palo Alto: Stanford University Press, 1955.
This text contains a number of papers and commentaries delivered at a conference on education and anthropology. Viewing education as more than formal schooling, the cultural anthropological approach that was taken at this gathering is especially significant for the development of the field of anthropology and education.

Anthropology of Education - cont.

Spindler, George D. (Ed.) Education and cultural process. New York: Holt, Rinehart, and Winston, 1974.
A text in the anthropology of education. Several themes: the ways in which culture is transmitted so as to advantage some students and disadvantage others, an alternative solution to the problems of relationship between minority groups and the dominant society, the complex interaction between educational institutions and processes and the societies and cultural systems they serve in modern societies, education and cultural transmission in whole traditional cultural systems and the effects of modernization upon education, strategies of field research in schools and classrooms, etc.

Spindler, George D. (Ed.). Education and culture. New York: Holt, Rinehart, and Winston, 1963.
The text includes a number of anthropologically based articles exploring both the formal and informal aspects of cultural transmission as found in various educational events in diverse cultural settings. Cultural norms, values, and roles are explored in the West African bush school and the Tiwi initiation ceremony in an effort to study cultural transmission as an educational process.

Spindler, George D. Learning in culture: An anthropological perspective. Educational Leadership, 1959, 16, 394-397.
The author traces the development within anthropology of the interest in how children learn, not just what they learn as the artifacts of socialization. The anthropologist is concerned with the cultural context of learning and can recognize the cultural aspect of any learning experience in our own complex society or in a more simple one.

Spindler, George D. The transmission of american culture. In George D. Spindler (Ed.), Education and Anthroplogy. New York: Holt, Rinehart, and Winston, 1963.
Demonstration of how teachers transmit the conflicts and inconsistencies of American culture, using a case study of a West Coast school. Adds a cross-cultural perspective to the case study and the inferences drawn from it. Advocates the use of multiple-channel cultural transmission and raises the important ethnical delemma of cultural incongruity between teacher and student.

Spindler, George D. The transmission of culture. In Allen Beals, George D. Spindler and Louise D. Spindler (Eds.) Culture in Process. New York: Holt, Rinehart, and Winston, 1967.
The author has provided a brief, easy-to-read discussion of cultural transmission. Included in this chapter are many short descriptive accounts of various types of educational processes.

Anthropology of Education - cont.

Spiro, Melford E. Children of the kibbutz. Cambridge: Harvard University Press, 1958.
Thorough description of child rearing in an Israeli kibbutz. The data is organized by the children's age--infant, pre-school, early school, and early adolescence. The author emphasizes the socialization of a kibbutz education which trains children to feel a tremendous loyalty to larger social groups--the kibbutz and the Jewish people.

Wight, J. and Norris, R.A. Teaching english to west indian children. (School Council Working Paper, No. 29), London: Evans Methuen, 1970.
A report on the research stage of a project designed to develop language teaching materials for West Indian children in British schools. The research focused not merely on the extent to which grammatical, lexical and phonological differences between Creole and standard English impeded the children's language learning, but on how the children differed from native students on their general oral fluency and skill at communication. It was for problems in this second area that the bulk of teaching materials were finally developed.

M. Anthropological Linguistics

Frake, Charles O. Struck by speech: The Yakan concept of litigation. In Gumperz and Hymes (Eds.), Directions in Sociolinguistics. New York: Holt, Rinehart, and Winston, 1972.
Focuses on litigation as a speech situation, defined by content and structure of the talk which occurs in the Yakan culture studies. Each activity has different components, different rules of procedure, different sequential organization. The litigation situation is composed of a sequence of 12 events - such events as the 'presentation of the case,' 'testimonies,' 'interrogation' and so on. The procedural rules for the conduct of litigation deal with the rights and obligations of various participants to contribute and to whom contributions must be addressed.

SELECTED IN-DEPTH REVIEWS

SELECTED IN-DEPTH REVIEWS

From the preceding annotated bibliography, the Far West Laboratory staff has chosen selected references for longer in-depth reviews. These reviews appear on the following pages. To aid in the retrieval of relevant information, reviews are presented in the following format.

Bibliographic citation

1. Summary of the theory and/or main ideas in the book or article.

2. Major implications for a definition of teaching.

3. Major implications for studying teaching.

4. Categories and definitions given by the author.

5. How categories and definitions relate to the nine elements[1] presented below, or to interactions among/between any of these elements.

    1. Students
    2. Teachers
    3. Other human elements
    4. Role
    5. Time
    6. Place
    7. Task
    8. Standards and sanctions
    9. Communication

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1. Working definitions and a brief discussion of these elements appear in Dawson, M. B., Tikunoff, W. J., and Ward, B. A. Toward an ecological theory of teaching: A starting point. San Francisco: Far West Laboratory for Educational Research and Development, nd.

6. If the source is reporting a study, describe the following:

   a) Behavior

   b) Setting

   c) Treatment

   d) Data sources and data collection methods used

   e) Data analysis procedures used

Authors of the reviews were asked to use this format to structure their reporting, but not to force-fit the content of their sources to it; thus, not every point in the above outline is covered in every in-depth review. These longer reviews are paginated according to the reference being reviewed; there is no consecutive pagination.

Source: Abrahams, R. Talking black (Series in Sociolinguistics, Roger W. Shuy, Ed.). Rowley, MA: Newbury House Publishers, 1976.

1. Summary: Black English is defined not in terms of phonological or other grammatical features but in terms of culturally patterned norms of verbal behavior. Black and White English differ in terms of expectations carried into communicative encounters and in terms of how interactants deal with disruptions of social expectations regarding speech behavior. Black English is thus considered to be the "total expressive system of Black culture," including paralinguistic traits and metalinguistic marked features of Black performance patterns.

Important differences of Standard and Black American English concern features and developments of speaker-audience relations. Black English patterns are almost diametrically opposed to Standard English patterns in that they imply the expectations of high audience participation in answer to the efforts of the speaker. Black performers attempt to establish conventional rhythms eliciting vital responses from the audience.

Despite regional as well as social-class variations, Blacks are considered a unified speech community. The concept of speech community has psychological validity; thus, the fact that Blacks attend to a set of uniform behavioral rules of language use justified the assumption of a unified Black speech community in the United States.

Acquisition of Black English centers to some extent around the goal of becoming an effective verbal performer. In urban Black ghetto areas, social status and power depend to a large extent on the ability to have impact on audiences and the mastery of a variety of context-bound speech styles. An extensive and highly differentiated metalinguistic vocabulary exists to refer to different social uses of language. Standard English can form a part of the repertory and is highly valued if used appropriately (as in interethnic and bureaucratic encounters).

Verbal play has a much larger distribution, greater intensity, differentiation and is valued higher than in any of the White speech communities. Examples of verbal play include sounding, signifying, playing the dozens, capping, and woofing. More direct types of signifying are used by women (louding or loud-talking).

The distribution and frequency of use of different types of verbal behavior in the Black speech community is related to life-styles and career patterns. Four different life-styles can be distinguished: "mainstreamers," "swingers," "street families," and "streetcorner men." Differences exist between male and female forms of verbal behavior.

Verbal behavior on the streets can be classified along a continuum of three basic types of speech events: communication of information, interpersonal manipulations or arguments accompanied by wit, and verbal play.

The distinction is keyed not only verbally but also by kinesic and proxemic features of the interaction. The authors give a taxonomy of speech events. Folk-categories of speech acts and speech events are defined (signifying, rapping, hipping, talking shit, put-down, put-on, hoorawing).

A chapter is devoted to the negotiation of respect in Black women's talk; ethnographic studies of this feature center around the house-street dichotomy characteristic of everyday life in Black communities.

3. Major implications for studying teaching: Chapter one contains a detailed critique of the hidden ethnocentrism and racism of most social science methodologies used in the study of Afro-American culture and language.

--Reviewed by Jurgen Streeck

Source: Argyle, M. and Cook, M. Gaze and mutual gaze. Cambridge: Cambridge University Press, 1976.

1. Summary: This book presents a comprehensive analysis of the social, psychological, cultural, developmental, and physiological aspects of gaze and summarizes most of the research that has been done in this area.

The biological, cultural and evolutionary basis of gaze is discussed. Uses of gaze as threat signals, appeasement signals, in courting, affiliation, and group maintenance among primates are described. The development of social gaze (smiling, eye-to-eye contact) between mothers and infants is discussed. Gaze direction is analyzed with respect to the mechanisms of its physiological control. Eye movement in perception and pupil reflex to different visual stimuli is analyzed and related to the more social functions of gaze. It is shown that cultural variations affect both the amount and the rules of gaze. The authors demonstrate that psychological aspects of gaze relate to liking, intimacy, distance, aggression and hostility, dominance, embarrassment and shame, and general emotion in human interaction.

Another aspect of gaze considered by the authors is the perception and interpretation of gaze by others. The features and the degree of awareness of gaze patterns in others are discussed. Gaze is interpreted with respect to attention, evaluation, dominance/threat, emotion and personality. Cognitive and semantic features of interpretations of gaze-patterns are examined.

The authors discuss the social uses of gaze as a communicative modality which is used for the sequencing of interaction and conversation. Other discussions concern the uses of gaze in public places. Gaze functions both as a visible signal and as a channel for other communications. Gaze must be related to the aversion of gaze which also serves important communicative and social functions.

Argyle and Cook devote one chapter to individual differences in gaze and their origins. Of special interest here is the relation of gaze to mental disorders such as autism, schizophrenia, depression, neuroticism, and extraversion. Individual differences can also be attributed to features of the social and emotional relationship between partners in interaction, to differences in age, sex, and other variables.

Gaze also plays a part in the establishment and organization of visibility in interaction which is discussed at length.

6. Description of the study: A large variety of observational and experimental methods are discussed. Experimental designs and measurement instruments are described with respect to reliability and validity.

--Reviewed by JÜrgen Streeck

Source: Cazden, Courtney B., et al. "You all gonna hafta listen:" Peer teaching in a primary classroom. To appear in: W.A. Collins (Ed.), Children's language and communication (12th Annual Minnesota Symposium on Child Psychology). Hillsboro, N.J.: Lawrence Erlbaum, in press.

1. Summary: The study deals with children's conception of the teacher role and how they relate to peer rules of interaction. The main idea is that in order to enact the role of tutor, children have to distance themselves from their role as peers. The success/failure of tutoring can be explained in terms of success in shifting roles.

2. Major implications for a definition of teaching: Teaching has two aspects: transmission of informational content and social organizational aspects -- (monitoring discipline). Teaching may require a shift from alternative roles which can also be enacted in classrooms (e.g., peer, friend, advisor). Teaching as a communicative activity can often be segmented into a sequence of "rounds."

3. Major implications for studying teaching: The goal of the method employed by Cazden et al. is to identify modes and patterns of social action in the linguistic output of the classroom, that is, to infer "from speech to social action, from utterance to its illocutionary force." The method is partly adopted from Labov/Fanshel (1977). Both referential communication and social meaning of talk are investigated. Together, they reflect children's strategies for creating and maintaining a teacher role. The method comes close to speech act theory plus sociolinguistic studies of social meaning. However, Cazden is critical of speech act theory for its neglect of the social context of utterances. She makes a distinction between "surface forms and underlying meanings" of talk and investigates how children use speech in order to define and redefine the social situation. Children's speech also reflects their perception of the teacher role.

5. The nine elements:

    1. Students: There is information relating to the background of the element student: a number of interactional rules that children apply in peer interaction are referred to. These background rules may bear upon or interfere with teacher-student interaction of student-student interaction in peer teaching.

    2. Teachers: The paper addresses children's "phenomenological definition" of the teacher role as it becomes apparent in their own tutoring interaction.

    4. Role: Cazden advocates an interactional view of "role." Roles are enacted and maintained by linguistic strategies. Linguistic data can also be used to identify participants' conceptions ("phenomenological definitions") of both student and teacher roles. There may be shifts in the roles

different members enact during the course of a schoolday or lesson. These shifts can also be identified by means of sociolinguistic analysis of talk.

9. Communication: The paper shows that "communication" should not be treated as a variable but as the prime phenomenon for for research from which participants' defintions of all other elements of classroom life can be inferred.

6. Description of the study:

a) Behavior: The behavior studied is semi-natural. It consists of interaction in what Cazden calls "concentrated encounters ...encounters that permit naturally occuring patterns of speech, but are structured to stimulate particular kinds of speech in denser, more concentrated amounts." (p. 3). The encounters are "instruction chains," consisting of four episodes:

1. Teacher taught task to the focal child (tutor); the task is a reading or spelling worksheet.

2. The tutor rehearsed the task back to the teacher.

3. The teacher announces that the focal child is the tutor; the focal child teaches one or more peers.

4. In some instruction chains, the focal child reports to the teacher, post-task, what happens and how the teaching went.

b) Setting: a table in the classroom, during regular lessons. It is a rather "open" classroom; while the tutoring is going on, the teacher and the other children engage in normal classroom interaction. The classroom contains first, second, and third grade Black and Chicano children, who range from 9:7 to 8:9 years of age. On three of the analyzed episodes, the children are members of a reading group.

c) Treatment: the analysis focused on the linguistic strategies used by a tutoring child to create and maintain a teacher role, transmit academic information, and achieve discipline in the peer-teaching group.

d) Data-collection: videotapes; wireless microphone attached to the back of the tutoring child. The tape lasts one hour and shows the focal child in "choosing time," tutoring, and other classroom activities. Shifts from one activity to another are visible.

e) Data analysis: see (3).

--Reviewed by Jürgen Streeck

Cazden, C., John, V., and Hymes, D. (Eds.). Functions of language in the classroom. New York: Teachers College Press, 1972.

1. Summary: This book presents a collection of papers studying functions of language as recorded or observed in the classroom, and focusing on a variety of topics including the differential norms for communication held by sub-cultural groups. The authors are representative of several disciplines -- linguistics, sociology, psychology, and anthropology. Their articles illustrate the continual need to be aware of the perspectives of multiple disciplines and to employ these multiple perspectives to view language behavior. The book presents a common focus upon language behavior in the communication between teachers and students in classrooms, and on the structure of language in a community. The contributors to this collection are clear about their intention to make "explicit and objectively systematic what speakers of the language or members of the community, in a sense already know."

   The book is divided into three sections: (1) Perspectives from Nonverbal Communication (including sign language acquisition and the teaching of deaf children); (2) Varieties of Language and Verbal Repertoire (including social repertoires, cognitive repertoires and Black uses of English); and (3) Varieties of Communicative Strategies (including those found in first grade and multi-cultural classrooms).

2. Major implications for a definition of teaching: The studies reported in this collection have much to offer to the study of teaching vis-a-vis the study of language in its social (behavioral) context and in terms of its organization to serve social ends. These papers call for teachers and educators to become ethnographers of their own situation -- they stress the importance of participants and the meanings that social contexts and uses of language have for them. The contributors suggest possibilities for further research where interpretive discourse rules are not shared and thus not taken for granted, and therefore are likely to be more easily recognizable by the researcher.

4. Categories: Hymes calls for an ethnography of the classroom -- a concept outlined above in part (3). Other important and general concepts which pervade the various research studies include (a) competence and performance; and (b) speech and community.

   Hymes introduces these concepts by explaining verbal repertoire first (cf. Gumperz), or as it is more commonly referred to, communicative repertoire. This term indicates that people have a variety of ways of speaking. Hymes explains this more precisely in terms of two interrelated aspects of speech: (1) the means of speech that people have available; and (2) the contexts of the situation in which speech is used.

   The importance of viewing the sociology of language as an ethnography of speaking is demonstrated in Hyme's critique of Chomsky's (1965) dichotomy between performance and competence structures. Hymes considers competence in two ways: (1) in ordinary usage, the term refers

directly to "what an individual is capable of doing;" and (2) in linguistic theory, following Chomsky, "competence" is defined in a more narrow manner - that which is "limited to a speaker's knowledge of grammar" - through the definition of competence in sociolinguistic research, has been extended beyond grammar to include "the abilities of language users" (communicative competence).

Performance refers to other components of the ability to speak appropriately - "the uses of language for which a speaker takes (or is assigned) responsibility, and is subject to evaluation by others."

The concept of speech community implies a social dimension of language. Hymes addresses linguistic and behavioral difficulties with this concept: (1) it may obscure differentiation among communicating members; and (2) it may suggest that a "community is constituted by a common language alone." Such ideas regarding the concept of "speech community" are incorrect and insufficient.

More than cognizance of the variety of a language is shared by community members. Mutual and common comprehension also relies on ordinary ways of using and interpreting speech. A member may belong to more than one speech community -- as with teachers and students who actively participate in each other's worlds.

6. Description of the study: Most studies occur in naturalistic settings (e.g., classrooms, homes, play situations). The studies in this collection provide excellent examples of the variety of methodological and theoretical positions that characterize the ethnographic approach.

There follows a general summary of selected articles:

- Part I. Perspectives from Nonverbal Communication

Byers P. and Byers, H. Nonverbal communication and the education of children, pp. 3-31.

In an attempt to go beyond understanding the functions of language in a classroom, the authors emphasize nonverbal communication and its process via mutual interaction. Byers and Byers treat the process of communication, mutual interaction, and participation in relevant contexts as worthy of research in order to better understand the competence required of teachers and students if they are to mutually participate in communication and the organization of knowledge or information.

Part II. Varieties of Language and Verbal Repertoire

A. Social Repertoires

Fishman, J.A. and Leuders-Salmon, E. What has the sociology of language to say to the teacher? On teaching the standard variety to speakers of dialectal or sociolectal varieties, pp. 67-83.

Introducing the notion of verbal repertoire, the authors view language norms (varieties) in terms of contexts. They explore a comparison of speech communities between Swabian and American classrooms, while addressing the differences between language varieties at home and school.

Gumperz, J.J., and Hernandez-Chavez, E. Bilingualism, bidialectalism and classroom interaction, PP. 84-108.

This article is a detailed analysis of verbal repertoire, revealing the importance of the social meaning conveyed by the child's use of particular linguistic forms. The authors analyze linguistic and cultural differences reflected in several transcripts which illustrate the nature and meaning of code switching between Spanish, standard English and Black English, and the necessary alteration of these codes in everyday interaction among Mexican-Americans. It is not enough to notice that speakers do not simply switch from one variety to another, but rather that "they build on the coexistence of alternate forms to convey information."

B. Cognitive Repertoires

Bernstein, B.B. A critique of the concept of compensatory education, pp. 135-151.

Bernstein sharply criticizes the concept of compensatory education because it draws attention away from the conditions and contexts of the educational environment itself, and instead concentrates upon the deficiencies within the community and at home.

The author employs the concepts of restricted and elaborated codes developed in his earlier writings. Restricted codes refer to linguistic deprivation which give access to particularistic orders of meaning. Elaborated codes, on the other hand, give access to universalistic orders of meaning and the social relationships which generate them.

Bernstein is concerned with how teachers' attitudes and the expectations they have concerning the successful school

performance of their students. He emphasizes that it is necessary to begin with the language of the child (as opposed to the assumptions and language of the teacher) and recognize that an individual's language varies appropriately with the situation.

C. Black Uses of English

Horner, V.M. and Gussow, J.D. John and Mary: A pilot study in linguistic ecology, pp. 155-194.

In their attempt to go beyond linguistic form in order to understand "actual verbal competence," the authors report their naturalistic observations of the "development of language functions" in two three-year-old lower class black children. The authors focus on the contextual use of language in the neighborhood, and thus employ an ecological perspective. The pre-schoolers under study here were "bugged" in their homes and their "spontaneous verbal interactions" analyzed. Since teachers frequently typify lower-class children as "talking differently" (or talking not at all), it is of particular importance that this paper illustrates the need to consider the influence of endogenous events and interactions on the school setting.

Part III. Varieties of Communicative Strategies

A. First-grade classrooms

Mishler, E.G. Implications of teacher strategies for language and cognition: Observations in first-grade classrooms, pp. 267-298.

Reporting an empirical study of speech patterning in several first-grade classrooms, Mishler analyzes the verbal exchanges between teachers and students, which constitute classroom talk. This article raises the important question: does the teacher's verbal strategies affect the learning and cognitive development of students? Mishler's study of language in its social context argues "that specific cognitive strategies and social values are manifest" in the teacher's talk and responses to students. The author shows that how teachers talk (the language they use) can be examined to provide information about "important aspects of the educational socialization process," though more rigorous systematic study is still required.

--Reviewed by Janet Lee Meihls

Source: Cicourel, Aaron V. Cognitive sociology. Language and learning in social interaction. Harmondsworth: Penguin Education, 1973.

1. Summary: Cicourel presents a collection of studies on cognitive and linguistic aspects of social structure and social interaction. He links sociolinguistic activities and cognitive processes by laying out the properties (elements of interpretive procedures) to achieve adult interactional competence. He views the development of language and meaning as essential for deriving measures of everyday social organization. He is interested in how members of a society or culture acquire a sense of social structure to enable them to negotiate everyday activities.

2. Major implications for a definition of teaching: One study of particular importance to the study of teaching is referred to--underlining the important of the interactional setting in the child's learning of classroom exercises and his performance on standardized tests. The verbal and nonverbal activities of the setting are taken to be central for understanding the child's grasp of the teacher's educational goals. For another discussion of this setting, see Mehan (1971) "Accomplishing Understanding in Educational Settings." Cicourel states that "the developmental acquisition of interpretive procedures and surface rules by children cannot ignore a theory of language acquisition consistent with linguistic theory. He also presents an analysis of deaf sign language use.

3. Major implications for studying teaching: The studies employed reflect influences by ethnomethodology, sociolinguistics, kinesics, cognitive anthropology, artificial intelligence models, generative semantics, and information processing. The researcher is treated as a resource. The method operates on a videotaped database and the transcriptions derived from it.

   Cicourel explains that the researcher's interpretations are contextually based upon "logic-in-use" and "reconstructed logic," and therefore include elements of common-sense typifications and theorizing. "When the observer seeks to describe the interaction of two participants, the environment within his reach is congruent with that of the actors, and he is able to observe the face-to-face encounter, but he cannot presume that his experiences are identical to the actors: yet both actors assume their experiences are roughly identical for all practical purposes."

4. Categories: The author discusses terms like status, role, and norm within a general model for characterizing social interaction and the perspectives employed by participants. He lays out the following features as basic to all interaction (though not exhaustive):

   1. a reciprocity of perspectives (Schutz) divided into two parts: one instructs the speaker and hearer to assume their mutual experiences of the interaction scene are the same even if they were to change places; the second informs each participant to disregard personal differences in how each

assigns meaning to everyday activities.

2. the et cetera procedure (accompanying the use of the reciprocity of perspectives): "consists of the actor's ability to treat a given lexical item, category, or phrase, as an index of larger networks of meaning as in normative development of disease categories, colour categories, and kinship terms." This procedures enables the speaker-hearer to make normative sense of immediate settings "by permitting temporary, suspended, or 'concrete' linkages with a short-term or long-term store of socially distributed knowledge."

3. normal form typifications: "interaction participants presume normal forms of acceptable talk and appearances, or if discrepancies appear, attempt to normalize the action scene."

The theory of language consists of 3 subtheories:

1. phonological theory -- a statement of the rules by which a speaker deals with the speech sounds of his language.

2. syntactic theory -- a statement of the rules by which he organizes such sounds into sentential structures.

3. semantic theory -- a statement of the rules by which he interprets sentences as meaningful messages (begins with the member's everyday world as the basic source for assigning meaning to objects and events).

Throughout Cicourel argues that interpretive procedures and their reflexive features provide us with basic elements for understanding how the child's acquisition of social structure makes social order possible. He gives us a few properties of interpretive procedures: (1) the reciprocity of perspectives; (2) the et cetera assumption; (3) the normal forms; (4) retrospective-prospective sense of occurrence; (5) talk itself as reflexive; and (6) descriptive vocabularies as indexical expressions. "Interpretive procedures and their reflexive features provide the child with a sense of social structure competence necessary for tackling the performance that includes the everyday usage of a particular language and world view. Actual performance means the transformation of verbal and nonverbal materials into instructions whereby members programme each other's unfolding action. Hence much of performance depends upon the unfolding social situation that cannot be automatically pre-programmed by built-in competence."

6. Description of the study: The database consisted of videotape of a hearing first-grade classroom lesson conducted by a teacher with five students. The lesson was intended to teach the children how to form subject-verb-object sentences using locatives. Cicourel notes that the researcher and the subjects relied on verbal representations to

index an interactional context whose complexity as an information processing and generating system dramatically exceeded the verbal database available.

--Reviewed by Janet Lee Meihls

Source: Cicourel, A.V., Jennings, K.H., Jennings, S.H.M., Leiter, K.C.W., MacKay, R., Mehan, H. and Roth, D.R. Language use and school performance. New York: Academic Press, 1974.

1. Summary: This collection of research reports is based upon the assumption that the first year in school is the most important stage of a child's educational career. At the end of the first year, a rigid tracking system begins to operate which is difficult to escape if the initial placement decisions by teachers and school personnel place a child in a low category. It is also rarely possible for a child to compensate for deficient reading and writing skills after the first year.

The studies analyze language use by children in classrooms, testing situations, and at home. A central focus is the question how children's language using abilities reflect their conceptions of the social world, and how their representation of their conception is interpreted by teachers and testers and incorporated into ascriptions of children's competence. Teaching programs abstract from issues in language acquisition such as children's learning to attribute meaning to objects and social contexts. Examination of children's language use in different educational and testing settings reveals that children often interpret these settings as well as interactions taking place within the settings differently than do teachers and testers. Nevertheless, educational personnel take shared understanding and meaning for granted; placement decisions are based upon the notion that children's reasoning processes and interpretive abilities as well as their conception of the social world can be unequivocally captured by the language used in tests and teaching programs. Thus, tests may conceal rather than document children's reasoning practices. Children were asked to account for their decisions regarding answers to testing material; their responses to the interview made it clear that they articulate different background experiences with testing material, and do so in a different fashion than is assumed in the construction of the tests. Information used by children in classroom and test performance is necessarily interpreted information. Both the informational and the interactional context of tests bear upon children's reasoning practices and decisions. Misunderstandings between children and teachers and testers are abundant. These misunderstandings are difficult to resolve because of the binary (correct/false) logic of coding procedures.

Brief summaries of individual chapters follow:

Within this collection, Leiter's chapter notes that screening practices and placement decisions in kindergarten classrooms are based upon emergent interactional contexts, but judgments by teachers describe children's performances as context-free. Teachers frequently employ predefined social stereotypes to place children in different categories; these categorization practices in turn inform teachers organization of classroom interaction.

In his article, Mehan documents some differences in children's and teachers' interpretations of classroom events. These differences are not only due to different background experiences and knowledge, or developmental aspects, but also relate to the complexities of the interaction as an emergent informational context.

Roth points out that the resoning practices of children receiving low test scores are in fact similar to those of children with high scores. In general, children had a far better understanding of the testing material than was indicated by test scores. The numerical representation in scores does not reflect the complexities of the reasoning practices employed by the child. McKay's study documents similar issues in a group-administered reading test; group tests are more likely to mask children's reasoning abilities than are individualized tests. In a complementary article, Jennings and Jennings suggest that the complexities and emergent particulars of tests as social situations are not reflected in test-instructions which aim at controlling the behavior of the child during the test.

Finally, Cicourel addresses children's language use in classroom and testing interaction as an information-processing system; thus processing of accoustical and visual information, attributions of meaning, differential attentiveness, and understandings of what is going on all bear upon language use. The concept of interactional competence encompassing theories of language acquisition, cognitive processes, and social interaction is therefore required to fully understand children's language use. It is most crucial to realize that children's and adults' cross-modal integration of information from different modalities occur within an emergent interactional context. Existing evaluative procedures used by educational personnel are naive in their assumption that social competence or academic achievement can be measures "objectively."

3. Major implications for studying teaching: The studies use a method of "indefinite triangulation;" classroom and testing interaction are videotaped and participants are subsequently interviewed about their understanding of "what was going on" during the interaction. Differences in perception and interpretation across different participants are thus revealed; also, differences in a single participant's understanding at different occasions or points in time were documented. Interview questions were open-ended.

6. Description of the study:

   a) Behavior: Naturally occurring behavior and interview responses. Teachers, testers, and children in two Southern California school districts were interviewed. Also, children were videotaped in their homes.

   b) Setting: Classroom, tests (in-classroom and individualized educational tests), and children's homes.

   c) Treatment: Language use and social understandings as displayed in language use; performance-based ascriptions of competence and academic achievement.

   d) Data collection: Video-taping, audio-taping, open-ended interviews.

   e) Data analysis: "indefinite triangulation" (see #3).

--Reviewed by Jürgen Streeck

Source: Cicourel, A. and Kitsuse, J. The educational decision makers. Indianapolis and New York: The Bobbs-Merril Company, Inc., 1963.

1. Summary: The study is based upon the hypothesis that stratifying practices in the society of the United States have become increasingly specialized and organized within educational institutions. The differentiation of students is seen as a consequence of the administrative practices and decisions of school personnel. The distribution of high-school graduates in categories as college-qualified and non-college-qualified is a characteristic of the the administrative organization of the high school and the ways in which students are processed through it. Students' occupational goals are actualized through a system subject to the contingencies of organizational processes. The main focus of this research is the investigation of processes by which persons come to be defined, classified, and recorded in the categories of the agency's files. The significance of student behavior (for occupational and college/non-college choices) is dependent upon how the personnel of the high school interpret, type, and process that behavior.

The question addressed is how organizational decision-making processes result in making a student a statistic in a given category (college/non-college). The first research task was the investigation of vocabulary and syntax used by school personnel in the categorization and typification of students. The second task was the examination of consequences of these categorization practices for the direction and development of students' high school careers. Day-to-day organizational activities of identifying and classifying student types produce a range of careers with different outcomes. The attributions of student problems are related to the bureaucratization of the counseling system and the professionalization of its personnel. Emphasis is placed upon the counselor's position of authority and power as a validating agent for the student's future occupational opportunities and careers.

One focus of research was the ascription by school personnel of student and parental college aspirations. Parental knowledge of college requirements and participation in college-related activities were included as variables. The active seeking of information by parents as well as attendance at school program planning meetings were considered to be indicative of parental aspirations for their children to attend college. The student's expressed desire to attend college supplied additional variables.

Evaluation of student performance was studied at different levels of school administration. Counselors' classification schemes and categories (achievement types, social types, social class ratings) and their utilization in counseling and decision-making procedures were investigated. Career-related decision-making by school personnel is shown to consist of a blend of common-sense categories and reasoning on the one hand and more "professionalized" classification devices on the other hand. Counseling decisions show considerable similarities with common-sense reasoning practices despite the use of a professional vocabulary. It appears that fessionalization relates more to record-keeping processes than to the

actual counseling interaction. Objective measures of student competence are often supplemented by ambiguous common-sense attributions.

6. Description of the study:

b) Setting: one high-school in a high-income suburban neighborhood within a large metropolitan region.

c) Treatment: counseling and administrative decision-making processes affecting high school students' career decisions and occupational opportunities.

d) Data collection: Open-ended questionnaires were used in interviews with:

1. a sample of 100 students
2. parents of the students in the sample
3. 22 counselors.

Comparisons were then made with results from the Scholastic and College Aptitude Test (SCAL).

--Reviewed by Jürgen Streeck

Source: Cole, Michael, Gay, John, Glick, Joseph A., and Sharp, Donald W. The cultural context of learning and thinking: An exploration in expimental anthropology. New York: Basic Books Inc., 1971.

1. Summary: The various studies and anthropological and psychological experiments reported study the relations between culture and cognitive processes. In particular, they ask the question as to what differences in cognitive skills schooling brings about in people in previously nonliterate societies. The study is based on the assumption that all "people will be good at doing things that are important to them and that they have occasion to do often. ...Primitive cultures tend to make different sorts of intellectual demands than technologically advanced cultures." This calls for ethnographic studies regarding the cognitive skills that are required for everyday life conduct. Given this research, psychological experiments can be conducted which accomodate cognitive skills of both literate and nonliterate people. From these experiments, conclusions can be drawn regarding differences in the basic thought processes underlying the mechanisms employed by the subject in the experiment.

   The main conclusion of the study is negative: schooling does not affect basic cognitive mechanisms. Rather "cultural differences in cognition reside more in the situations to which particular cognitive processes are applied than in the existence of a process in one cultural group and its absence in another."

3. Major implications for studying teaching: The bulk of the methods employed by the researchers are modified forms of experiments of cognitive psychology. They do not directly relate to teaching but address learning processes and changes in cognitive procedures which are supposed to be engendered by teaching.

   It is most important that the authors made ethnographic analysis prior to experimentation in order to identify the kinds of activities that people often engage in and hence ought to be skillful at dealing with. Behaviors are to be identified which are evoked by different kinds of intellectual tasks; the cultural environment itself provides explanations of the fact that different groups manifest different intellectual behaviors.

   The psychological experiments employed related to three different types of learning phenomena: the role of classification in memory and learning, the process by which attributes are combined to form concepts, and the way in which problems are solved. Experiments on classification in learning concentrate on the way in which material is organized by the learner and the teachers; experiments on problem solving attempt to relate the experimental tasks to naturally occuring problems and modes of problem solution and depend on native formulations of these problems.

   Among the numerous experiments and their variations which are reported in this book are: taxonomies (as usually employed in cognitive anthropology); sentence substitution tests; free association; sorting leaves (a modified game which is a customary pastime among the Kpelle);

free recall experiments. The authors also studied law courts and riddles in order to locate natural occurences of problem solving.

6. Description of the study:

a) Behavior: natural and experiments.

b) Setting: laboratory and informal problem solving situations.

c) Treatment: see (3).

d) Data collection: see (3).

e) Data analysis: see (3).

--Reviewed by Jürgen Streeck

Source: Corsaro, W. Young children's conception of status and role. Unpublished paper, Department of Sociology, Indiana University, Bloomington, Indiana, nd.

1. Summary: A sociolinguistic analysis of children's role play reveals that children demonstrate an early awareness of status differences and their effects upon the social organization of interaction. In contrast to an awareness of vertical dimensions of social relationships, conceptions of role expectations and alignments (horizontal dimension) were relatively underdeveloped. This often led to confusions and the breakdown of role play and peer interaction.

3. Major implications for studying teaching: The study addresses children's display of social knowledge of the social positions making up their social world. The method used was a micro-sociolinguistic analysis of "contextualization cues." Contextualization cues (Gumperz and Cook-Gumperz, 1976) are verbal and nonverbal cues participants employ to communicate to one another their definition of the situation and related status perceptions, role expectations, and assumptions about the communicative requirements existing at the given stage of the development of the interaction. Communicative elements used as contextualization cues are: linguistic communicative devices including phonemic, syntactic, and semantic elements (a list of speech acts is given, ranging from imperatives, informative statements, and requests to greetings, baby talk, and animal talk); paralinguistic features (intonation, stress, and pitch); gesture and proxemic features; manipulation of physical objects in the ecological setting. The identification of contextualization cues is seen as a strategy for determining how children link linguistic information with message content on the one hand and extralinguistic cues and background knowledge on the other. The articulation of the different features is a process of contextualization in which contextual information is coded to make the communicative context available as a potentially shareable cognitive construct which frames the range of possible interpretations of the communicative process.

In a second phase of the analysis, children's production and use of contextualization cues was examined across a variety of settings, activities and co-participants. Emphasis was placed on the question of how children link developing sociological knowledge of the concepts of status and role to the contextual demands which arise in spontaneous role play. "Status" was studied both in terms of how children communicate conceptions of status and of how it is used to generate social order. "Role" was studied in terms of children's conceptions of role expectation as displayed in role play involving participants of equal status.

Role play data indicate that children's conceptions and use of sociological knowledge like status and role approximates but falls short of adult competence. There were no violations of status alignments in role play. Differences from adult conceptions are indicated by an overwhelming use of imperative speech styles in role play involving differential status, a feature which contrasts with the more indirect communication of status in adult communication.

Children's conceptions of role expectations are further from adult competence than are their status conceptions. The study indicated there were numerous violations of role alignments from an adult perspective. Children are often aware of violations of role expectations but are unable to communicate this awareness to peers. This results in confusion and frequent breakdowns in communication.

6. Description of the study:

a) Behavior: Role play.

b) Setting: three settings (home, playroom and nursery schools).

d) Data-collection: a sequence of methods were employed including: unobtrusive observation of activities from a concealed monitoring area; two months of participant observation; twenty-five hours of video-taping (twice a week for five months) in the nursery school. Sampling decisions were based on patterns isolated in field notes during participant observation.

e) Data analysis: See #3 above.

--Reviewed by Jürgen Streeck

Dore, J. Children's illocutionary acts. In R. O. Freedle (Ed.), Discourse production and comprehension. Discourse processes: Advances in research and theory (Vol. 1). Norwood, N.J.: Ablex Publishing Corporation, 1977.

1. Summary: The study proposes the notion of communicative competence to study children's acquisition of language use, thus criticizing earlier linguistic models of grammatical competence as well as the distinction between competence and performance. In order to study children's acquisition of communicative competence, it is necessary to address the questions as to what constitutes appropriate uses of utterances in children's interaction in socially organized contexts. Whereas grammar deals with sentence types and their structures, pragmatics of language use investigates "the use of sentence tokens in particular contexts in order to convey messages beyond the semantic information of the sentence type." The unit of analysis is the speech act. Studies of speech acts provide a "framework for discussing the intentions, beliefs, and expected effects that are essential components of speakers' uses of utterances to accomplish acts." At the same time, such studies allow the relations between sentences and contexts to be examined.

   The study being reviewed gives hypotheses concerning purposes, intentions, and effects of illocutionary acts (speech acts), and offers results of a study of speech act usage in three-year-old nursery-school children. It includes a typology of the speech acts used by these children and addresses the methodological issue of how performed speech acts can be inferred from the linguistic surface form of utterances.

   The author suggests that speech acts: (1) are intended to affect the beliefs and behavior of the audience; (2) are primarily determined by the speaker-intention; and (3) are intended to achieve two effects, namely (a) to get the hearer to recognize the speaker's communicative intention, and (b) that the hearer recognize what the speaker wants him to do in response to the act (perlocutionary effect). Rules for the performance of speech acts are viewed as sociolinguistic rules that relate grammatical forms of sentences to social constructs such as rights, obligations, institutionalized roles, and the like. These sociolinguistic rules underlying speech acts affect discourse relations which transcend grammatically defined segment boundaries (as, e.g., sentence structures) in discourse.

3. Major implications for studying teaching: Relying on the "principle of unequivocal recognizability of communicative intention," the method employed consists of coding and (on occasion) double-coding of utterances as speech acts. The decision procedure used in coding involves six steps: Determine:

   1. the literal reading of the primary proposition of the utterance;

   2. grammatical and prosodic operators operating on the proposition;

   3. the new information (focus) of the utterance with respect to prior discourse;

4. related utterances and nonverbal behavior of the speaker;

5. reciprocal and contingent behavior of co-participants in the interaction;

6. contextual features insofar as they bear upon the force of the utterance.

The most important indicator of the communicative intention are those utterances of the speaker which are contingently related to the utterance which is to be coded.

4. Categories: Utterances in the corpus were coded into 32 types of speech acts; 5.8% of the corpus was double-coded. The categories are grouped into classes: requests, responses, descriptions, statements, conversational devices; performatives, and unintelligible.

6. Description of the study:

a) Behavior: Naturally occurring conversation among three-year-old nursery-school children; four boys and three girls.

b) Setting: Nursery school.

d) Data collection: Video-tapes; the corpus of data consists of 3,000 utterances.

--Reviewed by Jürgen Streeck

Source: Erickson, Frederick and Shultz, Jeffrey. When is a context? Some issues and methods in the analysis of social competence. The Quarterly Newsletter of the Institute for Comparative Human Development (The Rockefeller University, New York), 1977, 1(2).

1. Summary: Social competence comprises, among other things, two major abilities: the ability to produce contextually appropriate verbal and nonverbal behavior, and the ability to recognize, from moment to moment, what context one is in and when this context changes. Contexts are not "given" but consist in "mutually shared and ratified definitions of situation and in the social actions persons take on the basis of those definitions" (p. 6). Social contexts for behavior are constituted by participants' behavior. Contexts can change constantly: role relationships among participants are redistributed to produce differing configurations of concerted action. These "participation structures" are marked by ways of listening, ways of speaking, ways of getting the floor and holding it, ways of leading and following. Contexts with their inherent participation structures are connected by "junctures" during which reorientations of postural configurations occur; across the duration of a context, these configurations are sustained collectively. Postural configurations serve as "contextualization cues" which signal how messages are to be interpreted from moment to moment. Shifts which occur at juncture points are cues alerting the participants to a changing definition of situation.

2. Major implications for a definition of teaching: The paper is based on research on classroom interaction. It does not give anything like a definition of teaching, but it has important implications for the study of the activity of teaching. It shows implicitly that the activity of teaching involves "contextualization work" on the part of all participants in order to communicate to each other both verbally and nonverbally what context they are in from moment to moment, that is, what part of the routine agenda is relevant at any given moment.

   The paper is most important for the analysis of routine changes between major parts of the lesson plan and of how these changes are brought about by participants' interactional work.

3. Major implications for studying teaching: The authors report the following methodology: they work from audiovisual behavior records (sound film or video tape) which are subjected to a five-stage process of analytical viewing:

   1. A rough segmentation of the interaction is done (major occasions and transitions are noted);

   2. Analogous occasions of one type of event are located throughout the corpus of data; the focus is on the junctures between parts. Descriptions are put on a chart with a horizontal time-line, indicating the approximate temporal location of the main junctures and characterizing the parts themselves in terms of very general features of participation structure. Also, participants are questioned in a viewing session and asked to

indicate the location of changes in the event.

3. The precise location of junctures is established and differences in participation structure across junctures are identified. Proxemic relations, directions of gaze are noted. This information is organized onto a second chart which is like a close-up photograph of one portion of the first chart.

4. Participation structures between junctures are characterized: what postural positions are sustained, what are the topics of talk, etc.

5. An initial test of the validity of the model of interactional structure is attempted. There are four types of evidence:

   (a) "During those moments the model designates as moments of transition, descriptively specifiable shifts in interactional performance form are occurring."

   (b) "After a moment of transition, specific forms and functions of communicative behavior - ways of listening and speaking, topics, postural positions, etc. - are differently distributed in contrast to their frequency of presence or absence and their sequential position of occurence during the time prior to the moment designated by the model as a moment of transition."

   (c) "After the moment of transition, kinds of interactional behavior, which, before the juncture were sanctioned if present (or absent), are no longer sanctioned by participants if these behaviors are present (or absent), and kinds of behavior previously not sanctioned are now sanctioned, i.e., participants behave as if rules of appropriateness differ from before the juncture to after it."

   (d) "If, in a viewing session, the participants themselves or other informants are shown the juncture and its immediate surround, their accounts of what is socially appropriate before and after the juncture agree with analytically descriptive evidence of types (2) and (3) above."

6. Here, the generalizability of the single case analysis is established. The indexed corpus is searched for analogous cases. If, in the analysis of multiple cases, the same types of evidence obtain as in Stage V, the generalizability of the model has been initially demonstrated.

5. The nine elements: In principle, any of the elements can be important to changes in the definition of the situation in classroom interaction. Any change in any one of the elements can signal to participants that the definition of the situation is in a process of recalibration. The authors, however, do not start with a definition of elements; instead, features of the communicative process determine what elements are involved in the accomplishment of classroom interaction.

--Reviewed by Jürgen Streeck

Source: Erickson, F. D. The cycle of situational frames: A model for micro-ethnography in urban anthropology. Paper presented at Midwest Anthropology Meeting, Detroit, Michigan, April 20, 1971.

1. Summary: This paper addresses the problem of unit definition in ethnographic research. The traditional method of using territoriality as a criterion for unit definition is only usable for research in rural societies. Urban anthropology needs to fit its methods to the large variety of settings in which members of a population interact. Sociocultural networks link members of different ethnic populations. Coexisting cultures interact and thereby shape one another. Institutional territories are occupied by more than one ethnic population.

3. Major implications for studying teaching: Urban dwellers go through daily cycles of interaction in different territories. Some loci involve intra-ethnic, others involve inter-ethnic encounters. The concept of territoriality therefore needs to be replaced by the concept of cycles of situational frames which captures the set of territories and their parameters and the interactional contexts which shape the social behavior of different ethnic populations. Situational frames can be studied using micro-ethnographic behavioral records which consist of detailed descriptions and interpretations of small samples of behavior. Behavioral records are audio-visual documents of behavior at critical points along the cycle of situational frames. Cognitive anthropological research is required to investigate the cultural definitions of situational frames and their boundaries. The etic/emic distinction can be applied here: ("objective" or observational) criteria are first used to define segment boundaries and parameters of social contexts. Then, emic analysis of the cultural definitions attached to contexts and their parameters reveals how different populations perceive situational frames.

4. Categories: Situational frames are defined by five parameters:

   1&2. Space and time: space and time together define place, that is, the physical setting where encounters occur.

   3. Occupants: participants of encounters. Who participates bears upon the definition of a situational frame even if place is the same.

   4. Control: persons and cultures define the frame. In inter-ethnic encounters, one group can impose definitions on the other group (control); for members of minority cultures, behavior in inter-ethnic settings takes on the meaning of "behaving for the dominant stranger" ("talking to the man"). Behavior can be divided along the lines of "behaving for one's self" and "behaving for someone else" ("Uncle Tomming").

   5. Perception: the perception of situational frames and their parameters by occupants.

   Different occupants may weigh parameters differently. Frames can thus be classified in terms of how different individuals weigh different parameters. Frames are thus not given but made.

Situational frames can be used in the research method of the "analogous frame model." If parameters of different situational frames are similar or identical, analogous frames exist. Also, situational frames consist of different sub-frames. Sequences of contexts within contexts and of shifts between contexts can be studied both etically and emically. The "analogous frame model" addresses similarities of situational frames that different populations go through in their daily interaction. A complementary "different frame model" addresses differences between the situational frames a single individual or a population encounters in daily interaction.

4. Categories: Categories are defined etically and emically. Emic analysis requires analysis of cultural categories of perception and definition of the situation.

5. The nine elements: Categories relate to elements 4.5 (time), 4.6.1 (physical locus and arrangement), and 4.9 (communication). No special definitions are supplied.

--Reviewed by Jürgen Streeck

Source: Ervin-Tripp, Susan and Mitchell-Kernan, Claudia. Child discourse. New York: Academic Press, 1977.

1. Summary: This is a collection of recent articles on the social-interactional and functional aspects of children's speech. They share in common the following themes: (1) the use of natural conversation as a data cource; (2) rather than sentences, the highest level of analysis center on discourse determinants such as linguistic features (e.g., moves, turns, exchanges, speech events) and structural features (code switches, paralinguistic cues, lexical markers); (3) social contexts are considered relevant to linguistic rules; (4) variability is considered a component of linguistic rules; and (5) language has diverse functions.

   The contributors to this collection seek to go beyond the development of linguistic competence to examine the concept of communicative competence (Hymes, 1972). All of the authors address themselves to "questions that relate to what underlies people's ability to speak and understand one another in the real world" -- the knowledge that underlies socially appropriate speech.

   The articles share the common concern with "describing and analyzing that knowledge -- social and linguistic -- that allows the child to use language to project socially appropriate identities and to engage in purposive social acts such as playing, teaching, persuading and directing others, asking questions, narrating a story, and being a conversational partner."

2. Major implications for a definition of teaching: Studies in this collection explore children's speech events and sociolinguistic development in naturally occurring events, "through eliciting them ... [and] through testing them in increasingly specialized situations such as playing or making judgements."

3. Major implications for studying teaching: A variety of ways to discover how children use language are illustrated in this collection of articles. Examining "certain kinds of organized discourse as a starting point, including identifiable genres named in the culture" -- e.g., play, arguments, narratives, teaching -- is one approach presented in part I. Discourse productions such as turn-taking, monologues, and simultaneity are suggested as conversational dimensions of the roles of partner and audience in play (Sarvey).

   Brenneis & Lein choose a more restricted and structured event, disputations, for analysis of children's strategies. Watson and Boggs, on the other hand, deal with naturally occurring events for outlining semantic strategies. The Brenneis and Lein article, as well as Bogg's remarks "give the first glimpse of what could prove to be cross-cultural universals in children's disputes."

Other articles included in this collection that deal with speech events are Kernan, who examines the semantic and expressive elaboration in children's narratives and Cook-Gumperz's analysis of situated instructions. All of the studies mentioned thus far were conducted either in natural contexts or by an elicitation varying in degree of artificiality.

Part II of this collection concerns itself with speech arts: the analysis of certain categories of "moves, acts, or functions in interaction ... from the standpoint of their event structure and their social distribution." (Keenan, Dore, Ervin-Tripp, and Mitchell-Kernan & Kernan)

Part III shares a common focus upon social meaning. It reports on the use of speech acts ("producing them on instruction, correcting, or phrasing rules"). Chapters in this book concerned with making "systematic use of formal eliciting and judgement methods for testing social meaning are those by Hollos on the comprehension and use of social rules in pronoun selection and Edelsky's examination of the acquisition of an aspect of communicative competence ("learning what it means to talk like a lady").

--Reviewed by Janet Lee Meihls

Source: Flapan, D. Children's understanding of social interaction. New York: Teachers College Press. 1968.

1. Summary: Flapan's study looks rigorously at the role of children's cognitive development in interpersonal relationships.

Following Piaget's stages of development for children, the author briefly reports a group of empirical studies in this area: Piaget, Russell, Ausubel, Gates, Walton, Burns and Cavey, Gollin, Yarrow and Campbell, and Winch.

Unique to her investigation (and an important point of divergence from several earlier studies), Flapan solicited information from her sample of 60 school-age children in an attempt to "measure [the kinds] of understanding as it is manifested in response to live social situations."

Flapan is quick to caution readers that the results only apply to the six to twelve-year-old females of her sample and may not apply to adolexcents or males. Yet, the findings of this carefully done and systematic research offer valuable information for the issues surrounding child development.

3. Major implications for studying teaching: The subjects of Flapan's study viewed filmed events representing naturally occurring social interactions and then following each film clip, the children were asked to give an account of what happened. Following the children's own accounts, their "interpretations or explanations" of selected events in the film were elicited via a structured interview.

4. Categories: Following the ways in which "the children themselves organized and conceptualized their observations," three major categories evolved: 1) reporting-describing; 2) explaining; and 3) inferring-interpreting. Striking differences between age-levels were reported with reference to the number of statements made in the various categories and the quality of statements, with the older children more often going beyond reporting-describing to referring-interpreting and giving explanations in psychological terms.

6. Description of the study: The subjects of Flapan's study were 60 school-aged females: 20 children "of average or near-average intelligence" at each of 3 age-levels (6, 9, and 12). All children were of middle-class background. The subjects viewed filmed events of naturally occurring social interactions.

--Reviewed by Janet Lee Meihls

Source: Florio, Susan. Issues in the analysis of the structure of classroom interaction. Unpublished qualifying paper, Harvard Graduate School of Education, May 1976.

1. Summary: The author proposes an interactional view of classroom life. She calls for a unified approach to the study of classroom interaction; that approach must be based on an "informed vision" of cognitive and interactional elements of classroom interaction, that is, to be aware of how participants use cognitive skills in order to make sense out of the ongoing interaction. A "unified approach" also refers to the necessity to study both verbal and nonverbal aspects of classroom interaction. In this paper, the author draws from the fields of sociolinguistics, sociology, anthropology, and philosophy. She views face-to-face interaction (of which classroom interaction is an example) as a "system which relates speech with nonverbal and paralinguistic behaviors, speech forms with speech functions in social contexts, and participants with each other in the working out of referential and social meanings and social identity."

   A special focus of the paper is the phenomenon of "shifts" in the flow of interaction, that is, junctures or transitions in which major or minor reorientations and redefinitions of the situation take place. Shifts can be signaled in a variety of ways: (a) by a differential use of space; (b) by posture; (c) paralinguistic features; (d) linguistic features. Classroom life can then be viewed as a series of face-to-face encounters between students and teacher and among students. A model of classroom interaction should demonstrate how teachers and students express social and referential meaning and make sense of the interaction.

   The approach uses two systems of rules of language: formal rules of grammar (which relate sounds to referential meanings) and social rules of language use which relate linguistic forms to appropriate contexts of use. At certain systematic points in the interaction, changes are possible: participants may use different linguistic forms in order to respond appropriately to independent situational changes or in order to express a changing definition of the situation.

   The classroom must be viewed as a speech community. Classroom life can be broken down into a number of hierarchically ordered units: speech situations, speech events, and speech acts. An example of these hierarchical units would be classroom lesson - instructional phase - directive speech act.

2. Major implications for a definition of teaching: Teaching would perhaps be defined as an interactional event which is constituted by the interactional "work" of all participants. In other words, "teaching" is not an activity carried out by a sole individual but an event which takes place between teacher and students. Students' input into the interaction is equally relevant as teachers' input.

The paper gives no substantial definition of teaching but shows ways of studying it. A central feature of teaching is that it involves both academic and social-organizational functions.

3. Major implications for studying teaching: Florio gives a critical review of three research methodologies: (a) on-the-spot coding of classroom interaction; (b) discourse analysis; and (c) studies of social identities and activities in the classroom.

   (a) On-the-spot-coding of classroom interaction is done by coders sitting in the classroom who note at frequent intervals the speech acts happening around them. There are ten categories of acts (see Flanders, 1970). The focus is on teacher verbalizations. The system allows for a highly reliable documentation of the types of speech acts and their relative distribution. However, this system does not reflect upon the sociolinguistic competence that goes into the inferences made by both coders and participants in order to identify social functions of indirect speech acts. Implicitly, coders rely on contextual features without exhibiting those features. On-the-spot coding is useful for a survey of the types of acts that occur in classrooms but it is incapable of revealing the interactional work by which order in classrooms in achieved.

   (b) Analysis of discourse uses audiotape or videotape as data. It specifically studies the kind of knowledge which members of the classroom community need to have in order to identify social functions of speech in the classroom (given that these functions are often implicit, that is, do not appear at the appear at the surface of utterances). Part of that knowledge is a classroom-specific speech "register." Florio reviews Sinclair/Coulthard's system for the analysis of classroom discourse. She criticizes it for not accounting for the variability inherent in all social contexts. An expanded notion of "context" is required which comprises not only culturally conditioned norms for behavior but also the surroundings that participants create for each other by their utterances and nonverbal and paralinguistic behavior. Contexts must be seen as "emergent."

   (c) Examinations of social identity and activity in classrooms study the interactional work undertaken by all members to define "who we are" and "what we are doing." Roles and identities, thus, are not seen as static but as changing and as constituted by the interactional work of members as well as the defining frame of the school organization.

4. Categories: See (2) and (3).

5. The nine elements: All of the author's categories relate to element 4.9 (communication); the paper ought to be seen as a proposal for a systematic way of studying this variable . There are also references to 4.4 (role). However, the methodology advocated by Florio is critical of approaches dividing classroom life into a number of distinct elements.

--Reviewed by Jürgen Streeck

Source: Gallimore, R., Boggs, J., and Jordan, C. Culture, behavior and education: A study of Hawaiian-Americans. (Sage Library of Social Research, Vol. 11) Sage Publications: Beverly Hills and London, 1974.

1. Summary: The central thesis of this study is that problems of minority youth in public education are the results of conflicts at the interface of minority and majority culture. The major locale of this interface is the classroom. In order to study conflicts at this level, a double research strategy is required. Ethnographic investigations into the cultural background of students are necessary to identify social causes of students' classroom behavior and sources of possible conflict. Interface analysis studies cultural conflicts in situ and translates the results into strategies of educational change which can be realized within the public educational system. Of prime importance is the careful selection of those areas of ethnographic investigation that bear directly upon students' classroom behavior and problems. In this study, these areas were:

   1. The community at large (general impressions, setting, population and origins, families, employment and economics, language).

   2. Family system (structure, values and the role of youth; interdependence structures and the distribution of household work; contributions to the family budget; distribution of family contributions by age, sex, and birth order.

   3. Organization and control within the family structure (sharing of work and responsibilities, authority and control, control tactics of parents).

   4. Socialization in the family (role of infants and sibling childcare; solidarity function of children in extended family structures, cultural role of adoption, social functions of infants, passing from infant to toddler, mother-infant relationships.

   The authors then go on to describe how these social-organizational factors and their cultural determinants shape the social experiences and behavior of youngsters. Of special importance here is how children interact with adults within the family (which is characterized as having a system of "benevolent authoritarianism"). Children learn to cope with conflicts between themselves and their parents by relying on the solidarity within the sibling group and a total avoidance of direct confrontation. Opportunities to negotiate with parents are virtually nonexistent. Children initiate interaction with parents by means of subtle nonverbal cues; direct overtures would be considered impolite and violating the rules. These cultural forms of child-adult interaction create a vast potential of interactional conflict in schools.

   There is a sharp contrast between family life and school interaction. Youngsters are not accustomed to interacting with adults on a one-to-one basis. Invitations to negotiate conflicts with teachers are consistently not accepted because these invitations contradict the behavioral standards of family interaction. Teachers' strategies of prompting and probing are

perceived as "nagging." Two role-models for teachers are accepted: firm yet benevolent authoritarianism (parent model) or the "older sibling model" which involves the collective establishing of standards of behavior and academic goals which, if not reached, result in losses of awards for the class as a whole, including the teachers. Teachers that deviated from either model had the greatest discipline problems.

Experimental analyses of verbal and nonverbal help-seeking and of responsiveness and attending were made. They were based upon ethnographically derived hypotheses and included variations according to students' sex and age. Findings were that children normally did not directly ask adults for help, but that whenever an adult showed responsiveness to nonverbal cues, help-seeking occurred. Questions from adults normally inhibited children.

3. Major implications for studying teaching. The authors emphasize the need for ethnographic research from which hypotheses for experimental and observational research in schools can be derived. Survey research must be informed by ethnographic studies yielding cross-cultural differences in meanings attached to questionnaire categories. Ethnographic background knowledge is also required to understand (minority) students' perceptions of the teaching process.

   The author presents three methods:

   1. Cultural analysis: data gathering methods range from "informal contacts at local bars" to formal questionnaires. Most widely used were participant observation techniques.

      Extended contacts included long-term relationships with families, long-term involvement in community organizations, employment of adolescents as research assistants, daily contacts with mothers at the community preschool, and professional relationships with school and social agency personnel.

      Brief and/or intense encounters included drinking and talking with adolescents, parties, informal conversations with adults, and advising persons and groups on school, community and economic matters.

      Standardized techniques included interviews with adolescents using Bandura and Walters (1957) questions, follow-up interviews, life histories and group discussions.

   2. Experimental analysis: modifications of classrooms and play situations were made to test help-seeking behavior, attentiveness and achievement oriented behavior; statistical sampling was employed with attention to age and sex. The coding and timing of occurrences of crucial behavior during the experiments were noted.

3. Intervention experiment: the study is based upon a longitudinal research project in a homestead community in Hawaii. Research findings are directly translated into strategies of change which are implemented in one school by means of teacher training, changes in classroom organization, and the like. (See the series of Working Papers of the Kamehameha Early Education Program, The Kamehameha Schools, Bernice P. Bishop Estate, Honolulu, Hawaii.)

4. Categories: See (3). Categories to be included in survey and observational methods need to be defined in terms of the cultural meanings attached to them; cognitive anthropological research is utilized to fulfill this requirement.

5. The nine elements: The categories used in the study related equally to all of the elements and their interactions. Students' and teachers' classroom behavior is based on culturally determined definitions and rules (4.1 and 4.2); the same is true for the way parents relate to schools (4.3). In order to facilitate educational change which relates to the needs of minority students, educational materials (4.6.2) and tasks (4.7) must be checked for cultural appropriateness. Standards and sanctions (4.8) depend on success and students' responses vary according to students' family socialization. Communication (4.9) in classrooms is a situation of cultural interface where differences in behavioral norms lead to potentially severe conflict.

6. Description of the study: See (1).

--Reviewed by Jürgen Streeck

Source: Garfinkel, H. Remarks on ethnomethodology. In J. Gumperz and D. Hymes (Eds.), Directions in sociolinguistics: The ethnography of communication. New York: Holt, Rinehart & Winston, 1972.

1. Summary: In Garfinkel's earlier work, Studies in ethnomethodology (1967), he refers to ethnomethodology as "the investigation of the rational properties of indexical expressions and other practical actions as contingent, ongoing accomplishments of organized artful practices of everyday life" (p. 11). Ethnomethodology is concerned with how an individual in society organizes her or his daily life, and above all, with how s/he makes these activities accountable to her/himself as well as significant to others and outsiders. Ethnomethodological work and its philosophical and methodological base focuses upon the reality of everyday life.

In this article, Garfinkel is concerned with the relationship of theory to empirical research. Ethnomethodology and ethnography give primacy to making accountable the "competence or knowledge of members of a culture." From this perspective, in the process of going about their everyday behavior and in their "common sense" accounts of it, members externalize and objectify to the extent that a social reality "emerges." This social reality is continually being produced, sustained and changed by its members. The task is to address ourselves to the study of those processes by which members assemble social structure.

Garfinkel insists on the need for more intensive and systematic empirical research into the nature of basic cognitive processes. He is critical of the scientific approach to research--of social science measurement "which neglects how the researcher's categories relate to the actor's perceptions of what takes place." Ethnomethodology criticizes a description of action from the "outside." Methodology is more than "the way the study is done; it is part of what there is to study as well." The constraints involved by the way the data are produced and understood are considered seriously. Data are socially constructed phenomena and the researcher must treat them critically and as problematic, as well as his or her own role in the data gathering and processing--the selective and reasoning modes. The researcher's theoretical presuppositions, participation and methodology are clearly examined as part of the research and theory construction.

Garfinkel reports two studies: one concerns itself with following coding instructions in a psychiatric clinic and addresses itself to the categories by which the members and researcher "segment the universe in question." In this study, categorization is revealed as an open-ended process. The second study deals with common understanding. His contextual emphasis reveals presupposed knowledge and the interpretative processes--verbal or nonverbal--on the part of the members of the "culture" under study.

Garfinkel claims that ways of speaking are indexical, reflexive, and open-ended. A lot of talk is needed--there is never enough. Actors "fill in" meaning to talk they hear by using the perspectives they share

with those speaking. Meaning is always problematic--both for the members of society and for the researcher. Each person draws on her or his own ideas of context, time, sequence, etc. to produce a closure in talking. This closure is the appearance of order which is being sought.

--Reviewed by Janet Lee Miehls

Source: Goody, E. N. Towards a theory of questions. Unpublished paper, Van Leer Foundation, Jerusalem, August 1975.

1. Summary: The paper used speech act analysis, sociolinguistics and ethnography of communication to study the underlying meanings of questions which differ from the linguistic surface meaning of this type of speech acts. Whereas in terms of surface meanings, questions are requests for information, they can carry a large variety of communicative functions which may be entirely different from the surface meaning. With respect to the teaching process and its communicative structure, it is important to note that teacher questions may be perceived differentially by students from different cultural backgrounds.

Speech acts can be analyzed in terms of two dimensions: their report functions and their interpersonal command functions. In direct speech acts (explicit performatives), the command function is represented verbally, whereas in indirect sppech acts it remains implicit. Culturally shared norms and definitions determine the appropriateness of direct and indirect forms in different communicative situations and between different (groups of) speakers. Politeness norms may require indirection in communication between members with different social status. Social-interactional relationships and their effects upon communicative norms regulating matters of appropriateness of types of speech acts and direction/indirection can be defined in terms of parameters such as role, age, social status.

Linguistically, questions can be divided into two classes: open questions are incomplete propositions for which the answer provides the missing clause (in English mostly "wh" questions). Closed questions are complete propositions which are answered by assertions or negative assertions of truth (yes/no questions). Questions have very strong impact upon the sequencing of conversation. They determine the selection of next speech acts by addressees. They are functional devices for the regulation by one participant of communicative process. This is especially true for teacher questions.

Developmental aspects of questions relate to the phenomenon of parents' imputing meaning to children's talk. It is common that mothers ask children questions without expecting answers; they provide answers to their own questions and thereby interpret children's behavior. This process allows children to interpret their own behavior according to intersubjectively shared standards and the categories of the cultural group of which the child is to become a competent member. A progression from closed to open questions in mother-talk can be observed. In middle class English and American socialization, training questions are common. They train children to ask informative questions in the process of training children by questioning.

In Gonja (the group studies by Goody), four performative modes of questioning can be distinguished: information seeking questions, rhetorical questions, control questions, and deference questions. These types

can be arranged according to the dimensions of command and report. "Pure" information questions occupy the peak of a cycle (pure report function) while greetings (pure command function) occupy the opposite pole. In order to understand the communicative role of questions in adult-child interaction, analysis of interactional roles, rules and cultural definitions of status is necessary.

6. Description of the study: The paper is based upon ethnographic analysis of informal teaching on Gonja. The author participated as an apprentice in the informal teaching of weaving. The central concern was to find out reasons for the total avoidance of questions by apprentices in informal teaching. The absence can be attributed to the style of teaching/learning which is predominantly learning by observation. Children participate in informal learning nonverbally; they start as observers and are given increasingly difficult tasks. Achievement is judged entirely on the basis of results, not in terms of children's verbal participation.

The study thus bears upon the question of cultural perceptions of the teaching process, in particular its communicative aspects. Cultural and social-stratificational aspects bear upon how well students adjust to the communicative structures of education in public schools.

--Reviewed by Jürgen Streeck

Source: Hall, Edward T. The hidden dimension. New York: Doubleday & Co., 1966.

1. Summary: The book deals with cultural uses and perceptions of space. Its main thesis is that the principles of linguistic relativity as they were outlined by Sapir and Whorf can be applied to "the rest of human behavior as well." Drawing from ethological research, Hall shows that the uses of territoriality in animals as well as in humans is closely related to social and cultural aspects such as status, intimacy, and the like. Territoriality is a behavioral system which evolved in ways similar to anatomical systems.

The social regulation of space is mediated by several distance receptors: visual (eyes), auditory (ears), and olfactory (nose) perceptors. Different cultures may place different emphasis on individual factors. Also, there are "immediate receptors" - skin and muscles - which mediate the use of space inside what is culturally marked off as the "private sphere." Public spaces (such as offices) can be segmented into different "zones:" The author gives the example of American offices and distinguishes three "hidden zones:" (1) the immediate work area; (2) a series of points within arm's reach but outside the immediate work area; and (3) spaces marked as the limit reached when one pushes away from the desk to achieve a little distance from the work without actually getting up.

The author furthermore claims that there may be cultural differences at the level of perception of objects vs. space between objects: he claims that, while Americans tend to perceive objects, the Japanese perceive the spaces in between objects ("perception" is used here in the sense of "social perception").

4. Categories:

thermal space: space as it is perceived by the skin; important for the regulation of behavior in relationships which allow for a certain amount of physical proximity; also important for regulation of social relations in crowded areas.

tactile space: space as it is regulated by passive and by active touch.

visual space: "distant space" which is mediated by man's vision rather than by those sensory organs which process information from immediate surroundings.

fixed-feature space: those aspects and elements of space that are determined by fixed properties of the scene (such as furniture, props, buildings) and the "hidden designs" that govern man's movement within it.

semi-fixed feature space: aspects of space which are fixed for the duration of encounters, but can be moved (furniture). Here,

the author distinguishes between sociofugal and sociopetal spaces, that is, spaces preventing vs. inviting social interaction.

informal space: distances maintained in encounters among persons (proxemics).

intimate distance: distance regulations in face-to-face encounters. The author distinguished two "phases:" 1) a "close phase" (the distance of "lovemaking and wrestling"); and 2) a "distant phase" (six to eighteen inches). This distinction bears upon the sensory organs which are involved in the regulation of proxemic relations.

personal distance: the distance consistently separating the members of "non-contact species." Again there are two phases:

1) a close phase: a half to two and a half feet; possibility of holding or grasping the other person; and
2) a distant phase: two and a half to four feet; this extends from just outside easy touching range to the point at which people could touch each other by extending their arms.

social distance: This consists of two phases:

1) a close phase: four to seven feet; this is the distance at which "impersonal business" is carried out;
2) a distant phase: seven to twelve feet; business and social discourse are conducted at the far end of this social distance.

public distance: Once more, there are two phases:

1) a close phase: twelve to twenty-five feet; and
2) a distant phase: twenty-five feet and more; this distance is automatically set around important public figures.

--Reviewed by Jürgen Streeck

Source: Halliday, Michael A.K. Language structure and language function. In J. Lyons (Ed.), New horizons in linguistics. Harmondsworth: Penguin Books, 1970.

1. Summary: The author works toward a synthesis of structural and functional approaches in linguistics. He is concerned with the function of the presence and surface ordering of elements within a sentence -- not with the function or meaning of a given utterance of a sentence. Halliday distinguishes three relevant "language functions" (dimensions reflected in the structure of the clause): (1) the "ideational;" (2) the "interpersonal;" and (3) the "textual."

    1. Ideational refers to the expression of "content;" that is, "of the speaker's experience of the real world, including the inner world of his own consciousness." Lyons regards it as what it commonly called the "cognitive meaning" or 'propositional content" of sentences.

    2. Interpersonal refers to language establishing and maintaining social relations, distinguishing for example "mood" or "modality" (e.g., the differences included in communication roles, such as between questions, statements, and commands).

    3. Textual refers to the function of making links between language itself and with the features of the situation in which it is used. This textual function is what "enables the speaker or writer to construct 'texts,' or connected passages of discourse that is situationally relevant; and enables the listener or reader to distinguish a text from a random set of sentences."

2. Major implications for a definition of teaching: "Teaching" is not defined -- however, Halliday's two basic functions -- ideational and interpersonal-- are reflected in Bernstein's studies of educational failure (e.g., Bernstein, 1970, In: Gumperz and Hymes (Eds.) Directions in Sociolinguistics). Bernstein's work suggests "that in order to succeed in the educational system a child must know how to use language as a means of learning, and how to use it in personal interaction...."

    The multiple function of language is reflected in linguistic structure. The investigation of these functions enables us to relate the internal patterns of language to the demands that are made on language in the actual situations in which it is used. We simultaneously both communicate and interact through language.

4. Categories: For his 3 basic functions reflected in clause structure: ideational, interpersonal, and textual -- see #1 (summary).

    For Halliday, linguistics is concerned with the description of speech acts (texts), "since only through the study of language in use

are all the functions of language, and therefore all components of meaning, brought into focus." He attempts to show how these functions are expressed through various configurations of structural "roles" -- functional elements such as "process" and "actor" that derive from these basic functions. He considers in detail an aspect of ideational meaning, the system of transitivity. Transitivity refers to the linguistic expression of processes, and of the participants associated with them. The three main types of transitivity role -- process, participant, circumstances -- correspond to the three major word classes found in most languages: verb, noun, adverb. "In English, typically, processes are expressed by verbal groups, participants by nominal groups and circumstances by adverbial groups . . . ." Associated with each type of process (a "transitive" clause) are "roles" -- an "actor," a "process" and a "goal." The elements that operate as actor, goal, etc. also play a part, simultaneously, in other structures of the clause, expressing aspects of the interpersonal and textual functions of language.

Halliday distinguishes between transitivity clause types: action clauses (those that involve an "actor") and mental process clauses (those expressing perception, reaction, cognition, and verbalization). He gives as an example of an action clause: What Lionel did was (to) jump off the roof. He gives as an example of a mental process clause: I liked your hairstyle. Mental process clauses are distinct from action clauses in that the phenomenon (that which is perceived or reacted to) is not limited, as are the participants in action clauses, to the class of "things." He makes a third distinction with relational clauses -- in which "process is simply a form of relation between two roles (Marguerite is a poet. Marguerite looks desperate)." The relation in this case is one of class membership: "Marguerite belongs to the class of poets ... the class of people who look desperate." This type is the attributive, as distinct from the equative (e.g., Templecombe is the treasurer. The treasurer is Templecombe). In this case one serves to identify the other -- as in an equation. The verb is regularly unstressed in relational clauses -- unlike with action or mental process clauses.

--Reviewed by Janet Lee Meihls

Source: Hymes, Dell. Foundations in sociolinguistics: An ethnographic approach. Philadelphia: University of Pennsylvania Press, 1974.

1. Summary: The sociolinguistics that Hymes is concerned with contributes to the general study of communication through the study of organization of verbal means and the ends they serve, while bearing in mind the ultimate integration of these means and ends with communicative means and ends generally. Such an approach within sociolinguistics is the study of the "ethnography of speaking" (Cf. Hymes, 1962, esp. ch. 4).

   He presents three themes fundamental to sociolinguistics: (1) there is a mode of organization of language that is part of the organization of communicative conduct in a community, whose understanding requires a corresponding, new mode of description of language; (2) that recognition of this mode of organization leads one to recognize that the study of language is a multidisciplinary field; (3) study of this mode of organization leads one to reconsider the bases of linguistics itself.

   Hymes examines the use of language in contexts of situation so as to discern patterns proper to speech activity. Linguistics abstracts from context. It is ethnography, not linguistics, and communications, not language, which must provide the frame of reference within which the place of language in culture and society is to be assessed.

   For Hymes, there must be change with respect to a number of orientations toward language. Primacy must go to (1) the structure, or system of speech; (2) function as prior to structure; (3) language as organized in terms of a plurality of functions; (4) appropriateness of linguistic elements and messages; (5) diversity of the functions of diverse languages; (6) the community or other social context; (7) functions in context taken to be problematic. "In short, primacy of speech to code, function to structure, context to message, the appropriate to the arbitrary or simply possible; but the interrelations are always essential, so that one cannot only generalize the particularities, but also particularize the generalities."

   There are four aspects to the framework concerned, respectively, with (1) the components of communicative events; (2) the relations among components; (3) the capacity and state of components; and (4) the activity of the whole so constituted.

   One must determine what can count as a communicative event, and as a component of one. The following factors must be identified in an adequate way: (1) kinds of participants in communicative events; (2) available channels; (3) various shared codes; (4) the settings in which communication occurs; (5) the forms of a message, and their genres; (6) the attitudes and contents of a message; (7) the events themselves.

2. Major implications for a definition of teaching: The ethnographic enterprise is concerned with "the abilities the child must acquire beyond those of producing and interpreting grammatical sentences,

in order to be a competent member of its community, knowing not only what may possibly be said, but also WHAT SHOULD AND SHOULD NOT BE SAID." These studies bear importantly on work in fundamental education and literacy. Such work may be facilitated by prior ethnographic study of the "communicative economy with which they are engaged; the same of course applies to teachers and schools in our own society." Research on bilingual education requires a kind of linguistics not yet fully constituted. The current work of Ervin-Tripp, Fishman, Gumperz, Labov, and others can be seen as concerned to develop concepts and methods adequate to the description of speech communities. An understanding of rules of speaking is indispensable to understanding failures and to increasing success in bicultural education (see Philips 1972 for an outstanding demonstration of this).

3. Major implications for studying teaching: Linguistic methodology is an influence in the ethnographic perspective. The aim of ethnographies of communication must be to keep the multiple hierarchy of relations among messages and contexts in view (Cf. Bateson, 1963). Methodologically, it is a matter of extending a structural perspective inspired by linguistics to the whole of communication. The ethnographer is likely to look at communication from the standpoint and interests of a community itself, and to see its members as sources of shared knowledge and insight -- the linguistics that contribute to the ethnography of communication is now known as sociolinguistics. Ethnography here is conceived in reference to the various efforts of Conklin, Frake, Goodenough, Metzger, Romney, and others.

--Reviewed by Janet Lee Meihls

Source: Labov, William and Fanshel, David. Therapeutic discourse: Psychotherapy as conversation. New York: Academic Press, 1977.

1. Summary: The following summary will refer to the theory only insofar as it applies to conversation in general rather than just to psychotherapy.

The book studies high-level questions of coherence in discourse, the relation between speech and speech acts, and the rules of production and interpretation which relate speech to actions performed in speech. One basic hypothesis is that there is an independent level of "action" (speech acts) in conversation which is "deeper" than the linguistic surface form of utterances. Conversational phenomena such as sequencing can only be understood in terms of these "deep structural" actions: "breaks in the surface structure of the conversation" (such as indirect answers to direct questions) demonstrate that sequencing relates to actions rather than to utterances. Therefore, features of the utterance, paralinguistic cues, and contextual features must be understood in terms of how they contribute to participants' interpretation of the actions performed in the utterance. Speech acts, in turn, are organized at different levels of abstraction and indirection.

3. Major implications for studying teaching: The authors develop a method which they call "comprehensive discourse analysis" or "microanalysis." The main goal of this method is the identification of the several layers of speech acts and their sequential organization over time. It starts with a basic "definition of the situation" (in this case: therapeutic interview) which the participants hold before they enter the scene. In a next step, they distinguish different fields of discourse that are realized in the conversation. Examples are: interview style, family style, everyday style. Shifts in the fields of discourse contribute to the understanding of the actions being performed in the interaction.

Conversation is seen as a matrix with two kinds of relations: vertical relations exist between "surface utterances and deeper actions," horizontal relations tie actions and utterances together sequentially.

The investigators begin their analysis with assembling the text of the conversation: it consists of the words that are spoken together with all false starts, hesitations, and self-interruptions. Dialect alternations are noted. The text also includes punctuation symbols, a notation of the given field of discourse, paralinguistic cues: only tempo, however, is noted in the text. Other paralinguistic cues are: volume, pitch, voice qualifiers (breathiness, glottalization, whine etc.) and changes in breathing. The raise and fall of the voice is recorded by a real-time spectrum analyzer.

Paralinguistic cues are interpreted at three levels: they indicate tension, tension release, and exasperation; they evaluate

affectively an interactional move on the part of the speaker (mitigation and aggravation) or the listener (sympathy, derogation, neutrality), and they signal formality/informality.

After a text has been assembled and the paralinguistic cues have been noted, a first synthesis is attempted. It is called expansion:

a) the meaning conveyed by the cues is translated into textual equivalents;

b) referents of pronouns and time reference are made explicit;

c) factual material that is presented before or after the given utterance is introduced; and

d) elements of the shared knowledge of participants is made explicit.

The expansion exhibits implicit propositions of the text; propositions represent the cognitive component of conversational transactions. The way propositions are related to the text (direct or indirect) is called "mode of argument." The identification of propositions facilitates the "points" that are repeatedly made by participants in exchanges such as the psychotherapy interview.

The next step in the analysis is the determination of actions that are being performed by speakers through their utterances. The crucial level of speech acts are not performatives such as requesting, ordering, asserting, but "interpersonal" actions such as challenges, defenses, and retreats. Interaction is therefore defined as "action which affects (alters or maintains) the relations of the self and others in face-to-face communication. These relations move along several dimensions [namely]...power and solidarity." The authors also define "meta-actions" which affect the regulation of speech itself. Their method is influenced by Bales (1950).

The overall structure of a piece of analysis, thus, contains the components text, cues, expansion, and interaction. The "forward plane" (what is said) is made up of the first three components. The background plane is the interaction component ("what is done"). The relationships between the four components are characterized by three modes of directness or indirection. The relation of text and cues is the mode of expression, the way in which propositions are embedded in the expansion is the mode of argument, and the way in which "what is said" is related to "what is done" is the mode of interaction. The "pieces" (which the authors call "cross-sections") are then integrated sequentially into an overall picture of the conversation.

The authors also present a method of relating the two planes of discourse, namely utterances and actions to each other: they formulate a number of "rules of discourse" such as "rules of request," "rules of indirect request," and the like. (Because of the degree of specification that is involved, I will not outline these rules here. However, they presumably have general application. Anyone interested in, for example, identifying indirect request in a discourse should be able to do so by applying the rule of indirect request, that is, by checking if the utterance in question meets the criteria established in the rule.)

4. Categories:

field of discourse:	conventionalized "styles" of speaking which convey meaning and bear upon the definition of the situation.
text:	"what is said" in a discourse; surface forms of utterances, paralinguistic cues, and implicit propositions.
interaction:	"what is done" in a conversation; the "deep" plane of actions performed through utterances

5. The nine elements: The distinction of text and interaction specifies the element "communication" and demonstrates how several levels of organization of discourse have to be distinguished. "Role," for instance, relates to the deep level of action rather then to surface utterance forms.

6. Description of the study: The book reports a study that is not related to teaching.

--Reviewed by Jürgen Streeck

Source: Levin, P. F. Students and teachers on Tubuai: A cultural analysis of Polynesian classroom interaction. Unpublished dcotoral dissertation, Department of Anthropology, University of California, San Diego, 1978.

1. Summary: The author accounts for the high-rate of school failure among indigeneous students in rural French Polynesian classrooms on Tubuai (Austral Islands) in terms of mismatches between the cultural expectations of relevant interactional behavior in the homes of the children and the classrooms. Focusing on three types of speech act exchanges which regularly structure classroom interaction in Western school systems (questioning, answering, and evaluating sequences), she points out that the communicative competence which children acquire in everyday life differs sharply from the kinds of verbal behavior demanded from children inside the classroom. Cultural differences not only affect the display of behavioral forms but also the meanings attached to those displays.

In particular, Levin points out that questioning in home-contexts functions as a means of gaining information, while in school contexts it is used to check whether or not the addressee holds a certain information. Accordingly, Tubuaian children learn to answer questions only if they are certain to know the answer and to be able to cite evidence that the answer is true; as a result, they are reluctant to answer probing questions in classrooms where questioning is embedded in sequences of public trial and error. Also, whereas in the children's home, negotiation about the correctness or truth-value of an answer is a regular phenomenon associated with questioning, this is not the case in classrooms. Different cultural conceptions of "knowledge" can be said to underly these differences in interactional form.

Cultural differences in answering relate to the function and occurrence of speaking in public. Classroom interaction is based upon children's display of knowledge in front of an audience of peers regardless of the children's self-assessment with respect to the degree of knowledge. A risk to self-esteem is thus involved. On the other hand, speaking in public in Tubuai is generally restricted to specific members (older men) or specific situations (plays, performances).

Whereas the home-culture of the child emphasizes group performance and pays little attention to individual performance levels, the opposite is true for classrooms in which French teachers are in charge. Peer consultation before answering is normally punished.

Evaluations in family interaction are mostly restricted to correction of inappropriate behavior: positive evaluations are virtually absent. Classroom discourse is based upon positive evaluations as a means of reinforcing student motivation.

--Reviewed by Jürgen Streeck

Source: Newman, D. and Gearhart, M. The nursery school child's contributions to the social context of teacher-child interaction. Paper presented in The Discourse Group Symposium at the annual meeting of the American Educational Research Association, Toronto, Canada, March 1978.

1. Summary: This paper applies the sociological conception that social reality is a "collaborative construction" to the social organization of teacher-child interaction in nursery school classrooms. A framework is suggested within which the collaborative production of social order can be analyzed in terms of the collaborative production of social understandings of the definition of the situation within which teacher child interaction takes place.

Using a cognitive model of interaction which is partly based upon ethnomethodology, the authors suggest a notion of social fact which is informed by the concept of mutual belief (cf. Stephen R. Schiffer, Meaning. Oxford: Oxford Clarendon Press, 1972.) Mutual belief is a shared understanding of a state of affairs. Social facts are based upon mutual beliefs as necessary and sufficient conditions for social facts. If participants in interaction share the felief that X is a social fact, this social fact is brought about by virtue of their mutual belief. Whenever there is disagreement, a social fact ceases to exist as a condition for social interaction. In ordinary interaction, both children and adults take social facts for granted and do not reflect upon their basis in mutual belief.

This study examines a particular type of speech acts, claims to turns, which, in order to be successful must presuppose several interactional conditions: 1) a turn must be claimable; and 2) a rule of 'first comes first' must operate. These conditions, however, can be established by the speech act itself, namely if co-participants accpet or ratify the presuppositions as such. Such ratifications of interactional conditions as social facts can also be made retrospectively; thus, social facts need not to be pre-existing.

6. Description of the study: The corpus of data consists of four hours of video-tape collected in a preschool over a four month period.

--Reviewed by Jürgen Streeck

Source; McDermott, Raymond P. Kids make sense; An ethnographic account of the interactional management of success and failure in one first-grade classroom. Unpublished doctoral dissertation. Department of Anthropology and Committee on Graduate Studies, Stanford University, Stanford, California, 1976.

1. Summary: This is a description of the moment-to-moment behavior in a top and a bottom reading group in a first-grade classroom in a middle-class suburban neighborhood in Long Island. The main theoretical argument is that behavior in both groups is orderly, and that the social order existing in the interaction in both groups must be understood in terms of how the teacher and students make sense out of each other's behavior and of the contexts they are in from moment to moment in their interaction. This contradicts the lay conception that the children in the top group are bright and are orderly in behavior whereas the children in the bottom group are disorderly and are not as bright. The author demonstrates that there is equivalent order in both groups, and that this order is an active accomplishment on the part of all participants. Moreover (and this is the main new insight of this dissertation), this accomplishment of social order can be understood "in terms of an effort on everyone's part to make sense in common with others around them." In trying to "make sense participants respond to the conditions of their behavior. Therefore, the apparent disorderliness of the behavior in the bottom group must be understood in terms of the different conditions to which its members respond. That is, the differences in the social order in both groups are attributable to the different problems with which participants struggle. In order to demonstrate the validity of his description of the social order in both groups, the author offers four criteria of ethnographic adequacy of descriptions, the main aspect of which is that the order described must be a phenomenon for members' recognition and be attended to by participants (see (3)).

The author uses a notion of social order which is similar to the concept of "context" (see Erickson/Shultz). Social order is an accomplishment of members' contextualization or framing activities. Members contextualize each others' activities by both formulating and acting out contexts. Members act upon the context as formulated and, in so doing, help to generate and maintain the context or framework which they recognize and act upon. The most immediate contexts for behavior in terms of which members "do" social organization are embodied in their postures (see Scheflen) as these are arranged over time. In order to underscore the fact that contexts are accomplishments of members' contextualization activities, McDermott calls them positionings. The dissertation, thus, analyzes the positionings in one lesson in each reading group. Given that both groups behave equally orderly, the author charges that the "environments which we supply them [the children] are ordered in such a way that they consistently constrain the children to behave with order and regularity in ways to which we are systematically blind."

The different problems the teacher and children face in both groups can be roughly characterized as follows:

top group: the children in the top group present less of a management problem than the children in the bottom group. The reason for this is the simple fact that they appear to have already mastered the basics of reading. After they sit down at the table, the teacher establishes a sequence in which they will read and lets the length of the reading assignments dictate the pacing of their sequencing. After the first child is called on, the teacher counts the pages of the story and the number of children at the table, and thereby makes the normative order available for all to see. The children act out this order rather perfectly. The members of the group must attend most carefully to the interaction at the junctures between turns to read. The problems the children have in reading their page constitute the institutional topics of the lesson.

bottom group: the teacher has rather different problems. Accordingly, the teacher and the children constitute rather different environments for each other in the different groups. The children read less well, and the teacher attends less to the language on the page than to the phonic skills needed to interpret any given word. There are more stopping places in the children's reading. The teacher also orders the sequence of reading turns in a different fashion. Each turn to read is negotiated on the basis of who calls for a turn, who is able in the teacher's eyes to read the page in question, and who has already had a turn to read. This strategy has the outcome of giving no one any time out from monitoring each other for some idea of who will get the next turn. With each turn to read being up for ad hoc negotiation, every interruption of the teacher leaves the children without a procedure for carrying out the reading task. (The bottom group is interruped almost 40 times within 30 minutes, as compared to only two interruptions in 23 minutes for the top group. Two thirds of the interruptions come from members of the top group coming to the table while the bottom group is there or from the teacher dealing with members of the top group who are busy with individualized work assignments.

The different positionings which the author describes are to be seen as adaptions to these organizational problems. In the top group, the postural shifts which occur between reading positionings never develop into separate positionings; they last only a few seconds. Getting a turn to read becomes a full positioning in the bottom group in that members concern themselves with their postures and other communicative devices in order to get a turn to read. A getting-a-turn-to-read positioning can last as much as two minutes. "Because the members of the bottom group must actively compete for (or avoid) turns to read, getting a turn becomes a context or framework in terms

of which the members interpret and constrain each others' activities. ...Also, a getting-a-turn-positioning is subject to visitors from the rest of the classroom...[it] allows ... [an] opening to visitors, and they often enter and prolong the necessity of the members contextualizing each other in the way that they do in getting a turn." Thus, the social order accomplished by the members of the bottom group "make sense" at the level of face to face interaction, but not at the level of improving children's reading skills. Hence even if the children in the bottom group were as skillful as the children in the top group, after a short period of time, they would necessarily be behind in their achievement - simply because they spend much less time reading than the members of the top group.

3. Major implications for studying teaching: In order to demonstrate that an ethnographic description of social order captures the order participants attend to, four criteria have to be met:

    1. Members usually reference or in some way signal the working consensuses in terms of which they are responding to and generating the contexts in which their practical concerns are embedded.

    2. Members usually position themselves to form a configuration which signals the working consensus in terms of which they are responding to and generating the contexts in which their practical concerns are embedded.

    3. Members behaviorally orient to the order in their behavior and accordingly signal for each other the working consensuses in terms of which they are responding to and generating the contexts in which their practical concerns are embedded.

    4. Members usually hold each other accountable for proceeding in ways consistent with the working consensuses in terms of which they are responding to and generating the contexts in which their practical concerns are embedded.

    If the order formulated by the analyst can be shown to be identical with the order members deal with as described in these criteria, it can be said to be ethnographically valid.

4. Categories: In his description of the several positionings that occur in sequentially ordered ways in the interaction in both groups, the author employs the following parameters:

    1. shared focus: the focus of attention of all participants as it is revealed by the way they direct their gaze and heads.

    2. vigilance: the degree to which members must actively monitor each other to receive some instruction as to what to do next.

3. concerted activity: the degree to which members of a group move their bodies in time with each other in response to some identifiable context.

4. carpentering: the degree to which members of the group assume postures which fit the contours of the table around which they sit.

5. external border work: the work group members engage in to deal with outsiders.

6. internal border work: members' competition for resources in the group (such as turns to read etc.).

6. Description of the study:

a) Behavior: behavior is natural.

b) Setting: classroom: two (top and bottom) reading groups in first-grade classroom in a suburban elementary school in Long Island. One session of each group.

d) Data collection: video-tape, later transferred to sound film.

e) Data analysis: 'context analysis' (see Scheflen).

--Reviewed by Jürgen Streeck

Source: Mehan, Hugh. Learning lessons. Cambridge, Mass.: Harvard University Press, in press.

1. Summary: This is a study of the social organization of nine classroom lessons taught in an ethnically mixed, cross age classroom in an inner-city school in San Diego, California. The structure of the nine lessons and the interactional work of the teachers with the students is described. The students in this classroom are shown to learn the discourse structure, including procedures for gaining access to the floor, and controlling topics, as the year progresses.

2. Major implications for a definition of teaching: Teaching is treated as a linguistic process, involving discourse rules which have overlap with rules of everyday conversation, but are not isomorphic with everyday conversation. The linguistic aspects of teaching are treated along content and form lines. Content applies to the academic matter of lessons. Form implies the socially organized, ritual features that frame the academic content. Successful teaching and hence learning (in the sense of displays of academic knowledge) involve the interwining of the form and content dimensions.

3. Major implications for studying teaching: This study employs what the author terms "constitutive ethnography." This approach is strongly influenced by ethnomethodology, sociolinguistics, kinesics, and cognitive anthropology. It is similar to what Erickson has called "microethnography." The author contrasts constitutive ethnography with correlational studies of the classroom, and standard participation observation techniques. Constitutive ethnography is said to be guided by four criteria: (1) a comprehensive analysis of material; (2) an interactional level of analysis; (3) retrievable data; and (4) a convergence between participants' and researchers' interpretations of "what's happening." The method operates on videotaped database and transcriptions derived from them.

4. Categories: Classroom lessons are shown to be organized sequentially and hierarchically. The major units of sequential organization and interactional sequences are of the "three part" and "extended" variety. The major units of hierarchical organization are phases and topically related sets of interactional sequences. These units of analysis are shown to be meaningful for the participants as well as constructs of the analyst. The teacher's use of "turn allocation procedures," of a "basic" and "improvisational" varieties, are said to maintain the coherence of lessons. Their categories emerge from the data and are not imposed from without.

5. The nine elements: All variables or elements used by the author may be relevant to the ecological study of teaching.

6. Description of the study: This ia a naturalistic study occurring in an elementary school classroom. The data sources are videotapes of nine lessons and transcripts of talk and some non-verbal behavior. The transcripts and videotapes were coded according to the sequential and

hierarchical structure, and the interactional procedures employed by the participants to assemble the lessons as socially organized events.

--Reviewed by Janet Lee Meihls

Source: Mehan, Hugh Structuring school structure. Harvard Educational Review, 1978, 48(1), 32-64.

1. Summary: This is a review of three sets of studies - one set from the classroom, another set from educational testing situations, and a third from counseling sessions - that suggest that the "educational facts" of schooling, e.g., school success, achievement, and the like, are structured in the interaction between educators and students. This "constitutive" view of life in schools in contrasted with input-output models which, in some cases, have concluded that schools do not make a difference in the life of students. The studies reviewed here suggest that what occurs in schools, does, in fact, make a difference in the lives of students.

2. Major implications for a definition of teaching: A companion to the Learning Lessons presentation, this summary of important literature conducted from the constitutive point of view suggest that teaching and other processes of education within the school is a social accomplishment. That is, the dynamic interpretive and sense assembly work of educators wihh students is responsible for the structure of events within the school.

3. Major implications for studying teaching: See review of Mehan's Learning Lessons, (in press).

4. Categories: Counseling, testing, and classroom instruction are analyzed as interactional events. The linguistic and kinesic behavior of testers and teachers and counselor with students is analyzed. In the case of testing, the actual behavior of testers is contrasted with canonical forms. In the case of classroom instruction, teaching is treated as discourse (see Learning Lessons for details). In the case of counseling, Erickson's analysis of "co-membership" is shown to be important in the structuring of a counseling session that is beneficial to students.

5. The nine elements: All variables or elements used by the author may be relevant to the ecological study of teaching.

6. Description of the study: All three sets of studies are naturalistic, occurring in natural school settings. In each case, a videotape of naturally occurring behavior serves as the database.

--Reviewed by Janet Lee Meihls

Source: Sacks, H. On the analyzability of stories by children. In: J. Gumperz and D. Hymes (Eds.), Directions in Sociolinguistics: The ethnography of communication. New York: Holt, Rinehart & Winston, 1972.

1. Summary: Sacks' article constitutes an attempt to develop a conceptual apparatus for the empirical study of the specific ways in which what Garfinkel calls practical reasoning is used in everyday naturally occuring conversation. His aim is to show how listeners must utilize their own social knowledge to recognize the words in conversation which serve as markers of social relationships. Although Sacks analyzes only two sentences in detail, the conceptual apparatus he develops is a highly general one which might be fruitfully applied to a wide variety of discourse analyses (as in classroom settings).

4. Categories: Central in Sacks' conceptual aparatus is the concept of "membership categorization device." By this he means "any collection of membership categories, containing at least a category, which may be applied to some population containing at least a member, so as to provide, by the use of some rules of application, for the pairing of at least a population member and a categorization device member" (p. 332). A membership categorization device thus consists of a collection of membership categories plus rules of application. Sacks introduces three rules of application: 1) the economy rule holds that a simple category from any membership categorization device can be referentially adequate; 2) the consistency rule holds that "if some population of persons is being categorized, and if a category from some device's collection has been used to categorize a first member of the population, then that category or other categories from the same collection may by used to categorize further members of the population" (p. 333); 3) the consistency rule corollary holds that "if two or more categories are used to categorize two or more members of some population, and those categories can be heard as categories from the same collection, then: hear them that way (p.333).

Devices such as "family," Sacks calls "duplicatively organized." By the use of this term, Sacks intends to point out that when a device such as "family" is used on a population, the set of categories ("daddy," "mommy," "baby") is treated as defining a unit, and the members of the population are placed into cases of the unit. By his use of the concept, "category-bound activities," Sacks intends to point out that "many activities are taken by members to be done by some particular or several particular categories of members where the categories are categories from membership categorization devices." (p. 335)

--Reviewed by Jürgen Streeck

Source: Scheflen, Albert E. Communicational structure: Analysis of a psychotherapy interaction. Bloomington and London: Indiana University Press, 1973.

1. Summary: This book reports in great detail the analysis of verbal and nonverbal behavior in a psychotherapeutic interview. It is based upon a "behavioral systems approach" which aims at an analysis of group processes at the social level of organization (rather than the level of individual behavior). Behavioral systems approaches are partly influenced by structural linguistics (Harris, Hockett, Pike). The method of analysis employed is labeled "context analysis." It documents customary patterns of social behavior at several hierarchically ordered levels of organization.

The analysis begins with postural, kinesic, and proxemic behavior. The first level analyzed are positions. Positions are units of activity which involve the orientation and movements of the total body of one participant. A position is normally maintained for the duration of the particular activity the participant is engaged in (e.g. giving a narrative), and there is a shift in the position when this activity ends. This holding and shifting behavior is an evolved dimension of communication, that is, it is "learned and transmitted in culture to make possible a mutual orientation in the steps of a transaction." In an event such as psychotherapy, there are normally two to four basic positions for each participant. Positions may be reciprocally related to one another: if there is a position "narrative," there is a complementary position "listening" which is held by other participants for the same length of time. In any actual group event, there is a large amount of systematic variation in positions. Variation correlates with the nature of relationships among participants: in established relations, full positions may be "abbreviated" to the simplest form of representation so that only "insiders" are able to "decode" the "meaning" of the position. The actions which a participant performs while holding a posture are subunits of the total position. Positions are embedded in a hierarchy of behavioral organization, or, in other words, a hierarchy of contexts: the position is a context of an utterance, and the social relationship and transaction are contexts of the position. The position, however, is the smallest unit which can naturally occur; it is not possible to perform any action without positioning the entire body in a certain "meaningful" way. Within position, "behaviors" occur. A "behavior" or a "behavioral unit" is a patterned sequence of changes which are performed while a basic posture orientation is held. In order to exhibit that "positions" are indeed replications of some customary pattern, three criteria have to be met: (1) the "Gestalt" of the posture must be recognized by members of the given culture; (2) the unit must be marked by visible "juncture behavior" at its boundaries; (3) a given type of position will ordinarily recur in the same general type of context.

The next level of analysis are "actonic point units:" actonic behavior consists of "simple ecological acts" which are not essentially representational but are directed to the completion of some physical task. However, they may play an indirect role in the representation

of relationships among participants. Examples of actonic point units in the psychotherapy session studies are: pipe lighting, nose blowing, picking up a tissue, etc. Because actonic points do not necessarily involve the entire body of the participant, he/she may execute several points at the same time and thereby entertain communicative exchanges with more than one participant simultaneously. The body is differentiated in its communicative usage. The head, face and vocal apparatus are used in one relationship, the upper torso and hands in another, and sometimes the lower body and legs are employed in yet a third relationship. These levels are called modalities of communication. Scheflen lists the following modalities: (1) language modalities: a) linguistic: lexical or verbal forms; stress, pitch and junctures; b) paralinguistic: nonlanguage sounds, vocal modifiers. (2) communicative bodily modalities: a) kinesic and postural forms: movement, facial expression, tonus, positioning; b) parakinesic and postural; c) tactile forms; (3) artifactual behavior: dress, cosmetics, insignia, use of props, bodily noise.

Any position is subdivided according to two kinds of dimensions: by bodily region and by successive segmentation of any of these. Besides actonic points, there are also representation points, which represent larger relational behaviors and bear upon the calibration of relationships among participants. Examples are dominance-submission displays, quasi-courting points, etc. Both task behavior (actonic points) and representational behavior maintain and develop relationships. All of these levels maintain social organization. Furthermore, there are "language points" such as explaining and listening. In performing a language point, the head and usually the eyes are held in a given position until the utterance is completed. The face is pointed to the listener and the voice is projected for his/her audition. A point utterance consists of one or more syntactic sentences and associated kinesic elements. In turn, each syntactic sentence is a behavioral unit which is also marked: in a sequence of utterances, each will be separated by a brief pause in articulation, and pitch will be held constant at the juncture between sentences. The last sentence of the point is marked differently: it has a terminal juncture which has a change in pitch and a stop in vocalization. In the case of declaratives, there is a fall in pitch; questions have a rise in pitch and are also characterized by the speaker's maintaining his/her kinesic address (gaze, head positioning) until an answer is given. Syntactic sentences are structured into morphemic subunits, which, in turn, consists of phonemes, etc. Morphemes may be accompanied by kinesic microacts such as referential gestures.

There are also metacommunicative points which refer to the communicative process itself and facilitate the disambiguation of communicative signals. They are distinguished from "direct" communicative behavior by their forms of address and certain qualities of their performance. Examples of the different address are: intrapersonal address (the speaker looks down at his own hands or legs), and "eyeball-to-eyeball" address. Often, a metacommunicative point is

addressed at the behavior it refers to or at the maker of that behavior.

A further class of communicative body movements are gestures; they are sometimes vaguely iconic but mostly symbolic. They have approximately the same complexity as morphemes or simple syntactic sentences; they are formed by the hands, the face, and sometimes the feet.

After analyzing the individual positions and their sequential relations, a synthesis of all of the positions and an integration at the social level of observation is necessary. Complementary relations of positions are studied. Complementary sequences of language, for instance, may consist of exchanges of question - answer, greeting - greeting, parallel disparagment, etc. Proxemic complementary relations are, among others, the "side-by-side," which is an "indication of corroboration such as would be expected in an established relationship."

Participants in a side-by-side relationship show synchronous movement. Participants which are in parallelism and synchrony normally act as an interactional unit. Thus, the basic characteristic of a "complementarity" is the shared enactment of a single role or part. Besides complementary relationships, there are also reciprocal relations. A postural example of the reciprocal is the "vis-a-vis." People who are in a reciprocal relation normally interact or reciprocate with each other. In multi-party interactions, all participants mostly enact both reciprocal and complementary relations. Multiple engagements among participants create a complex social organization.

When the relations among positions are established, the total structure of the interaction as it occurs in time can be laid down. The exchange can then be integrated into its larger ecological context. This integration can be done by means of a successive analysis of more and more inclusive contexts of behavior.

3. Major implications for studying teaching: There is an extensive methodological appendix (on the "Method of Context Analysis")

Operation 1: Obtaining an Audiovisual record of a transaction

Step 1 A: planning an observation
(1) choosing a type of subject matter
(2) choosing a direct, naturalistic approach (observe transaction directly; interviewing as only adjunctive method)

Step 1 B: film recording
(1) preparing for filmed observation (wide-angle lens)
(2) recording complete transaction
(3) obtaining information about context of the scene (notes on off-camera event; photographs of surrounds)

Step 1 C: developing stratified sample
- (1) locating example in class of transactions
- (2) determining representativeness of sample
- (3) obtaining sufficient number of examples
- (4) stratifying sample

Operation 2: Mapping the behavioral events

Step 2 A: recording speech behavior

Step 2 B: topography of visible nonlanguage behavior
- (1) setting up for the transaction (descriptions of movements, preparation of charts and maps)
- (2) making the transcription (horizontal zones delineating bodily regions, single row for each region)

Step 2 C: Coding contextual data (which are not on the film)

Operation 3: Delineating the units of communicative behavior

Step 3 A: delineation of a sample unit
- (1) preliminary identification (marking off segment of unit)
- (2) determining regularity of this complex (collecting sample of possible recurrences)
  - (a) interdependency of elements (is each unit made up of the same elements?)
  - (b) identification of form (do the recurrent elements always form the same "Gestalt?")
  - (c) regularities in context of eac' occurence
  - (d) contrastibility to other forms
- (3) determination whether form is traditional and communicative

Step 3 B: delineating all units in a transaction
- (1) marking off the segments
- (2) preparing complementary distribution
- (3) catalogue of unit types

Operation 4: Determining the units of transaction or communication (how are parts related in communication - parts enacted by all individual participants; behaviors across participants)

Step 4 A: delineating a modality

Step 4 B: studying relations between modalities
(1) enactments in a modality often co-occur
(2) enactments in a modality may occur alternatively in a sequence

Step 4 C: studying the structure of the transaction
(1) enlarging sample (collecting new data according to systematic variations of parameters)
(2) identifying stages in transaction
(3) studying regularities and variations (specifying invariable units of a transaction and defining the normal variants)
(4) identifying instances of communicational variation

Operation 5: Contextual analysis of behavioral processes

Step 5 A: studying the immediate contexts of the transaction
(1) visible elements of immediate ecology
(2) perceivable indicators of suborganismic states and changes

Step 5 C: study of broader contexts (and how they are represented in the interaction itself).. strategic sampling as a quasi-experimental approach
(1) same transaction in other ecosystems
(2) same transaction, other types of participants
(3) same participants, other type of transaction
(4) analogous transaction in other cultures -- cultural factors that influence forms of behavior:
(a) ecological conditions of transaction
(b) social relationships and social organization
(c) traits of participants
(d) culture

Final Product: set of systematic descriptions implemented as much as possible with segments of representative films, etc. It shows:

A. the structure of the transaction

B. common, repetitive variants

C. cross-cultural variants and variants according to traits of performers

5. The nine elements: This study itself presents an "ecological approach" to communication. Therefore, all variables or elements used by the author may be relevant to the ecological study of teaching. For definitions see (1).

--Reviewed by Jürgen Streeck

Source: Searle, John R. Speech acts: An essay in the philosophy of language. Cambridge: Cambridge University Press, 1969.

1. Summary: The book presents a theory of language as a rule-guided form of behavior. It argues that a speaker's ability to produce and understand an infinite number of sentences which he/she has never heard before can only be explained in terms of rule system internalized by the speaker. The goal, then, is to exhibit in idealized data on linguistic performance (data which are "cleaned" by removing phenomena such as hesitations, false starts, etc.) the rules which underlie a speaker's competence to produce linguistic action.

The main aspect of the book is the suggestion that the units of linguistic behavior are not - as has traditionally been assumed - signs, symbols, sentences, or combinations thereof, but the production of words in a meaningful speech act. In order to interpret a string of sounds as communicative, one has to assume that it was intentionally produced as an act of communication by a speaker. Accordingly, sentences (and not words) are the natural linguistic units by which a speech act can be performed.

Searle presents an explanation of the process of understanding in communication according to which a speaker S intends to bring about a certain effect E in a hearer H by getting the hearer to recognize that he, the speaker, has the intention to bring about that effect. Furthermore, the speaker intends to bring about the effect E by means of the semantic rules of the language; in other words, the hearer recognizes the speaker's intention by means of the semantic rules which underlie the sentence the speaker has uttered and which are shared by both speaker and hearer.

The author distinguished between two types of rules. Regulative rules regulate types of behavior which are logically independent of the existence of the rules. Examples are the rules of etiquette. Constitutive rules, on the other hand, define types of behavior, that is, specify the institutional or social meaning of behaviors, and are therefore presupposed by the behavior in question.

Searle lists a number of conditions which have to be fulfilled in order for a speech act to be performed successfully. These conditions are:

1. preparatory conditions which state a number of contextual premises without which a speech act could not be performed;

2. a propositional content condition stating what kind of propositional act (statement about the world) is contained in the act;

3. a preparatory condition stating that the act is relevant given the contextual circumstances;

4. a sincerity condition according to which the speaker sincerely intends to bring about the effect in question;

5. an essential condition which expresses the meaning or "illocutionary force" of the act; and

6. conditions affecting the process of understanding (comprehension) between speaker and hearer.

From this list of conditions, Searle abstracts a number of regulative and constitutive rules for different types of speech acts. These rules relate to both the performance of the speech act as such and to the use of linguistic devices indicating the illocutionary force of the act. An example are the rules for the speech act "promise."

1. Pr is to be uttered only in the context of a sentence ...T, the utterance of which predicates some future act A of the speaker S (propositional content rule).

2. Pr is to be uttered only if the hearer H would prefer S's doing A to his not doing A, and S believes H would prefer S's doing A to his not doing A.

3. Pr is to be uttered only if it is not obvious to both S and H that S will do A in the normal course of events (2 and 3 are preparatory rules).

4. Pr is to be uttered only if S intends to do A (sincerity rule).

5. The utterance Pr counts as the undertaking of an obligation to do A (essential rule).

Rules (1) - (4) are regulative rules, rule (5) is a constitutive rule. The author lists rules for other types of speech acts such as requests, questions, assertions, and warnings. Furthermore, he shows how the propositional content of speech acts in itself is a series of dependent speech acts (speech acts which can only occur within an "illocutionary act"), namely acts of reference and predication.

3. Major implications for studying teaching: As the title suggests, the book is a philosophical essay. However, it has been very influential in the area of research on linguistic communication, including studies of classroom interaction (see the Annotated Bibliography).

--Reviewed by Jürgen Streeck

Source: Sinclair, J. and Coulthard, R. M. Towards an analysis of discourse: The English used by teachers and pupils. London: Oxford University Press, 1975.

1 & 4. Summary and Categories: The authors are concerned with the examination of linguistic aspects of teacher-pupil interaction, as well as the function of utterance and the structure of discourse. Their research design does not concern itself with pupil-pupil interaction ("in project work, discussion groups, on the playground"). They utilize a codificational system (a refinement of Bellack, et al., 1966) which considers lessons to be hierarchially ordered structures. The lesson is seen as the highest unit of classroom discourse, consisting of a series of transactions. The authors describe two major "classes of exchanges:" Boundary Exchange and Teaching Exchange. The boundary exchange functions to mark the beginning or end of a stage in the lesson; teaching exchanges are the individual steps by which the lesson progresses.

For Sinclair & Coulthard, the structure of exchanges is expressed in moves (following Bellack's moves of soliciting, responding, and reacting). They describe an exchange in the classroom consisting two or three moves: an Initiation (I) by the teacher, followed by a Response (R) from the student, and often followed by a Feedback (F) from the teacher in response to the student.

Boundary exchanges consist of two moves: framing (e.g., "Well, today, I thought we'd do three quizzes....") and focusing (e.g., "Well, today, I thought....").

Within teaching exchanges, there are 11 subcategories with specific functions and unique structures: 6 are Free exchanges, 5 are Bound. Each exchange structure is coded according to the I-R-F scheme.

Free exchanges:

1. Teacher informing (I(R));
2. Teacher directing (IR(F));
3. Teacher eliciting (IRF);
4. Pupil eliciting (IR);
5. Pupil informing (IF); and
6. Teacher checking (IR(F)).

Bound exchanges:

1. Teacher re-initiation (IRI^bRF);
2. Teacher re-initiation (ii) ($IRF(I^b)RF$);
3. Listing ($IRF(I^b)RF(I^b)RF$);
4. Reinforce (IRI^bR); and
5. Repeat (IRI^bRF).

Sinclair & Coulthard describe 3 major acts occurring within the initiation move of the teacher:

1. elicitation (an interrogative by the teacher requiring a linguistic response by the student);
2. directive (usually an imperative); and
3. informative (usually a declarative).

2. Major implications for a definition of teaching: Teaching is treated as a linguistic process - the authors see their research project as primarily sociolinguistic, though markedly different from most other work in sociolinguistics (Fishman, Labov, Bernstein, Geertz, Gumperz, and others). The theoretical influence of Hymes is apparent in the beginning of their emphasis on communicative, and not simply linguistic, competence.

As an alternative to Flanders (1960), and a modification of Barnes (1969), the work of Sinclair and Coulthard can be viewed as a significant point of departure for studies of language interaction in the classroom and a step toward successful teaching and hence learning.

3. Major implications for studying teaching: The method operates on transcriptions derived from an audiotaped database -- strongly influenced by sociolinguistics. Retrievable data makes for a firmer database and hence stronger and more clearly defined theory construction. The use of tape-recorded lessons (interactions) can provide varied and different insights into the research setting. Tapes (transcriptions) reveal the relationship between the way the setting actually functions and the way participants say it functions.

6. Description of the study: Sinclair & Coulthard analyzed 6 audiotaped lessons of teachers with 10 and 11 year-old pupils. The transcripts made up their database.

--Reviewed by Janet Lee Meihls

Source: Ward, M.C. Them children: A study in language learning. (Case studies in education and culture). New York: Holt, Rinehart and Winston, 1971.

1. Summary: This is an ethnographic case study of how children in a small rural, all-black community in the vicinity of New Orlenas acquire speech. The study has significant implications for language and general education; it addresses discrepancies in the expectations of teachers and parents regarding children's participation in communicative processes. Language behavior figures as one type of social behavior and thus reflects more general norms and values existing in the community.

The community is a former plantation and has typical characteristics of poor rural black communities in the Southern United States: low income, seasonal employment, paternalism, and the like. The research method used was intensive participant observation and routine participation in the households of seven families. Investigative questions were asked casually rather than formally. The main foci were the varieties of linguistic contacts of children of different age; the range and diversity of opportunities for language acquisition and their boundaries could thus be defined. An important finding was a behavioral norm according to which adults did not consider children as people to talk to; the burden of language training was thus imposed upon older siblings.

The author gives historical and ethnographic background information about the community; relevant are the influence of French culture on the community in general and language in particular. Black-White relations are considered less openly hostile than in many other parts of the rural South; however, there is a marked income differential between Blacks and Whites.

Families are described in terms of children's "life-space": the color composition and structure of the families define when and how and to what extent children interact and with whom they associate. A study of the household characteristics of these families reveal almost no nuclear families; instead, most families comprise three generations. No child sleeps alone in one room. Child rearing practices are predominantly collective: any adult or adolescent is deemed responsible for all children.

Adolescents accept a generalized child-rearing burden for younger children. Language and writing skills are learned--if at all--from older children. The age gradations within this culture are: baby, child, schoolchild. The child-rearing values which are esteemed center around physical care: keeping a child well-fed is considered the core of the mother's role. Adults generally look at their children as a more or less homogeneous group. Matters of discipline are continually in the foreground. Control and discipline are directed at the children as a group, not at the individual child. Speaking is considered "bad" behavior; adults tend to restrict the extent to which children may talk to adults.

Characteristics of mothers' talk to children include: mothers do not imitate or expand children's speech; however, they expand their own talk to children. The fundamental attitude is that children do not function to uphold their end of the conversation. Mothers appeared to be virtual strangers to their children when talk for the sake of talk was required; children can capture more and more extended attention by adults in conversation when they (the children) do not contribute to the conversation. The mean sentence length in adult-child communication is 5.5 words (15.5 in adult-adult communication). Corrections used by parents center around standards of behavior rather than grammatical features of children's speech. Children's requests for information are not considered as demands for knowledge. Requests are treated as behavioral rather than linguistic manifestations. A child actively engaging in information seeking is considered a "noisy child."

It is the task of older children to provide the kind of knowledge that requires drill. Many simple learning drills are conducted between older and younger children. Parent's speech to children is mostly "administrative" while older children's speech to younger children is often instructive.

The community in general fosters communal values over individual achievement. The control (discipline) functions of family interaction are mostly realized through direct imperatives. A variety of "verbal tricks" (polite lies, suggestions, teasing) is also used to communicate standards of appropriate behavior to children. Question interchanges are mostly initiated by adults. Strategies of communicating aggression and affection acquired in peer-interaction are often referred to as "playing around."

Discontinuities of interaction at home and in schools relate to the important function of peer-grouping in everyday life which contrasts with the individualized adult-child interaction in the classroom. Schools are perceived as "unnatural" environments; the dropout rate is high. Whereas linguistic creativity, including the use of "bad language" is rewarded in the family, it is punished in the school. Children have difficulties in coping with the competitive structure of classroom interaction which contrasts with the emphasis of communal norms in family and peer interaction.

3. Major implications for studying teaching: The author employed ethnographic methods. Tape recorded informal interviews and participant observations were conducted weekly in seven families. Children's reactions were the main focus of observation.

--Reviewed by Jürgen Streeck